

# **TAMIL AN INTENSIVE COURSE**

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**NATIONAL RESEARCH PUBLISHING COMPANY**

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**BY**  
**V. I. SUBRAMONIAM**  
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## PUBLISHER

National Research publishing Company is recently established with a view to publish the most Modern developments in research. We are happy to place before you this booklet which is designed under the 'cognate method of teaching' by the Department of Linguistics, University of Kerala. When compared to many other methods in language teaching the principle underlying the 'cognate method' is quite controversial in India as well as abroad. But it has proved its effectiveness over the other methods.

National Research Publishing Company is glad to announce its proposed monthly 'TRUTH' A journal of developmental research from the academic year 1973-74.

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## ACKNOWLEDGEMENT

The book Tamil-an Intensive Course is part of the Cognate language teaching programme implemented by the Department of Linguistics, University of Kerala. The management of the F. A. C. T. through an accident came to know about the availability of the teaching material in the Department of Linguistics and offered to send a set of Sales Officers for a trial course to test the effectiveness of the teaching material. The University of Kerala agreed to accept the offer. The first trial course in Kannada in 1970 being successful, the F. A. C. T. agreed to sign a contract with the University of Kerala to conduct courses for about one hundred and fifty Sales Officers in the four languages of the South-Malayalam, Telugu Tamil and Kannada. It has also advanced thirty five thousand Rupees to the University of Kerala for setting up a language laboratory for effective conduct of the drill. Thus a compulsion was available to offer the courses and to perfect the teaching material because of the generosity of the F. A. C. T. The lessons for Telugu by N. Sivarama Murty and for Malayalam by A. P. Andrews Kutty have been already issued in book form. Since the course in Tamil is repeatedly sought after by the management it is now issued in a book form.

When the method for these courses were spelt out by me, K. KuRRaalam then a Research Scholar in the Tamil Department carried out the indexing of the news papers in Tamil. He had to leave the work in the middle. When a course in Tamil was requested by the F. A. C. T. in 1972, V. Veeraswamy undertook to analyse the material already collected, and to prepare the lessons, and exercises. His experience as a teacher in the High School classes and in the post-graduate classes in Tamil has helped him immensely in completing his portion. The responsibility for preparing the portions on grammar, script, and pronunciation fell on me and I am conscious of the limitations. The thirty Sales Officers with whom the course material was tested in three successive courses so far, have contributed sizably for the clarity of exposition. When the proof was read by me I also found that the portion on grammar is quite sketchy; and the part on pronunciation is very minimal allowing the instructor in phonetics

to programme his course as freely as possible. These need to be and will be corrected as soon as the project sanctioned by the NCERT Delhi for 'further Testing of the Cognate Method' is implemented in the Department of Linguistics. An extension of of this method to the teaching of Hindi proposed by the Ministry of Home Affairs, Government of India will enable me to augment further the method.

Until then it is hoped that this book which is more a first draft will serve the immediate needs of the rapid learners of Tamil. To the above noted Institutions and to the University of Kerala I am most grateful for providing the necessary facilities for carrying on this project. I am thankful to Mr. Nacimuthu who read the Tamil proof.

V. I. SUBRAMONIAM

Principal Investigator

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## PREFATORY REMARKS

India has a live problem of languages. With 1016 classified and 514 unclassified languages spoken in India according to the 1961 Census, this problem is likely to assume an unmanageable proportion as time advances.

For politicians the linguistic problem will yield an unfailing return as long as the electorate are conscious of their language rights. A government which functions in a language alien to the electorate is likely to be misrepresented and misunderstood. There is no approvable substitute for the mother-tongue for transaction in government and educational institutions, even though, the mother-tongue of the electorate is an undeveloped and unwritten language. A recent experimental proof that native American children who were taught in Spanish showed a lower I. Q. than those who studied in their mother-tongue, has settled once for all the fact that teaching through the mother-tongue, however rudimentary that language might be in the developmental scale is superior to teaching through a foreign, though developed language.

The recent controversies over the language question in India have served as a pointer that the people will not be content to accept any solution other than the use of the mother-tongue in government and educational institutions even if the number of speakers of a language may not be sizable. The success of the Swiss experiment to introduce German and French spoken by ninety per cent of the population and Italian spoken only by six per cent for transactions in government and educational institutions and of the Russian experiment in which the local languages have been used as the languages of the various Republics, which number about two hundred and Russian as the link language for all the Republics is pointed out by them in support of their stand. Though the formation of the linguistic states has pacified for a short while the demand for separate states on the basis of

language, the recent demands for further division of the country have also as reason, the existence of another language or other languages. This in some cases is overtly mentioned as in the case of the Punjab and Haryana. In Telengana it is covertly stated. This demand for division will continue as long as the linguistic culture plays a dominant role in the outlook of the people. The only remedy is to devise a scheme by which all languages of the people are recognised as the language of the government at the Centre and States, as well as the medium of instruction in the educational institutions. Such a proposition, appears to be ideal; but, will it be practicable? Technical advances registered in recent years have made the proposition not too difficult to achieve. I mean here the efforts to automatize translations, and the improved methods of teaching languages. Even with the existing resources we can improve the method of teaching in India so that, languages are learnt within a limited time, and learnt thoroughly.

The machine translation projects actively pursued in U.S.A., U.K., U.S.S.R. etc., face several difficulties due to the complexity of the language mechanism. Occasionally pessimistic prophecies are whispered. In spite of all these, energetic groups are working hard with optimism. Whether or not the automatic translation is going to be a viable business proposition, its academic gains, even at this stage are indisputable. The bilingual dictionaries and grammars and the refinement in linguistic methods they have brought, are some of them. Not a day is too early to prepare for Indian languages dictionaries and grammars which are oriented towards machine translation and to popularize computer technology in linguistic coding.

The second suggestion on the improvement of teaching is an urgent necessity which can be attended to immediately. The present system of teaching languages occupies one fourth of the working hours of the children in Kerala in the Primary School stage, one third in the High School level, a little over half at the Pre-Degree stage and one third in the graduate level. Over five full academic years out of fifteen are spent in learning languages. In spite of these long years of schooling, the percentage of pass

in English is about 40. In the mother-tongue it is between 70 and 80. Besides the wastage in the form of failures, the standard acquired in languages, especially in English, by the candidates who have passed the examinations is not worth mentioning. An effective method of teaching will not only attract more students to learn languages but minimize the wastage involved in the present system.

The method of teaching proposed in the following pages has grown out of a personal experience of learning quickly languages which are related to each other. A few trial courses have proved beyond doubt the validity of the method. An experimental course conducted simultaneously for the three languages will help in modifying points which are not yet certain and to confirm propositions that are yet to be confirmed.

A blue-print detailing the various aspects of the project and seeking the support of the University of Kerala for a grant of Ten thousand Rupees only for testing this method was submitted by the Principal Investigator on 2-11-1967. The Registrar, University of Kerala, promptly forwarded the proposal to the Secretary, University Grants Commission, New Delhi, who in a reply advised the University to submit the proposal to the Ministry of Education, Government of India, New Delhi. The Ministry in turn pleaded its inability because the scope of the project does not fall under its purview for a grant. Meanwhile, B. B. Rajapurohit, N. Sivaramamurthi and A.P. Andrews Kutty showed an unusual interest in the proposal and agreed with me to complete the grammar, lexicon and the lessons before making a fresh move for a grant to run a trial course, in spite of their heavy commitments in teaching and research. K. Kuttalam Pillai, who had agreed to work on the preparation of the Tamil lessons could not proceed further in his work after completing the word index, due to unexpected commitments.

When the work was in progress, the group of investigators met atleast once in a week and discussed the problems in segmentation and analysis, difficulties in formulating statements, framing

lessons etc. A complete record of the proceedings of the meetings was meticulously kept by B.B. Rajapurohit who acted as the Secretary for the project. Along with him N. Sivaramamurthi and A. P. Andrews Kutty cheerfully bore the brunt of implementing rigorously my proposals which were formulated theoretically. They also saw to it that the preliminary draft was completed in time. To the three investigators and to the authorities of the University of Kerala, I am immensely grateful for their help and continued support. To the Editors of Kerala Kaumudi, Mathrubhumi, Dinamani, Swadesamitran, Andhraprabha, Andhrabhumi, Prajavani and Samyukta Karnatak, I am thankful for their ready consent to make use of materials from their papers for this project.

V.I. SUBRAMONIAM



## INTRODUCTION TO THE METHOD

Any human being who speaks a language should have been a learner as well as a teacher, consciously or unconsciously. If the language is his mother-tongue, he learns it in his early childhood from his parents, siblings, and members of his society, and teaches it in his adulthood to his fellow beings of his village. If he knows another language its learning will have been more systematic than that of his mother-tongue. His experience in learning languages grows in proportion to the number of languages spoken by him. Learning a language, thus, is an experience shared by all members of the society. This has enabled every one to evaluate and criticise any hypothesis formulated for learning. This again is the reason why any of the existing hypotheses do not completely satisfy any learner.

### COMPLEXITY IN LEARNING LANGUAGES

The factors involved in learning a language are many. The language proneness of the individual, his motives in learning, the teacher and his method, the lessons, the opportunities one gets in life by learning a language etc., are a few. Because of the involvement of complex-in some cases contradictory - factors, 'no one educational method is a cure all'. (1)

### LEARNING OF MOTHER TONGUE AND OTHER LANGUAGES

Learning ones own mother-tongue and learning a language in addition to the mother-tongue are two related areas of learning with a difference. In learning one's own mother tongue, interference of any other language is non-existent. In learning another language interference of the mother-tongue in the process of learning is a factor to be reckoned with. In the first, only

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- (1) 'A Guide to Programmed Instruction' by Jerome P. Lysaught and Clarence M. Williams, John Wiley and Sons., Inc., New York, London, 1963. p. 20.

acquisition of a language is involved. In the second, in addition to acquisition, restraint of the mother-tongue is also involved. The number of languages learnt increases the efforts of restraining the languages already learnt, while acquiring a fresh language. The same method of teaching can be employed for both types of learning.

## METHODS OF TEACHING

Among the methods adopted in teaching languages one is the grammar-translation method. This involves the grammatical analysis of the language taught, and the categories of grammar being defined in general terms with reference to meaning. The mother-tongue of the student is extensively used in teaching the foreign language through this method. Opposed to this is another method, the direct method, which abhors the use of the mother-tongue while teaching another language. Practitioners of this method engage the pupil in conversation and supply meaning by referring directly to objects and picture charts. They make signs or act out the meaning of sentences in order to make the students understand their significance. Grammar is used by some. Others give little importance to it. None of its followers use the grammatical analysis of the native language.

A third method now gaining popularity is the audio-lingual method which admits the use of the mother-tongue to supply meaning to the students. At the same time, it insists on memorizing dialogues and stories. Writing and reading are not used during the initial phases of instruction. Grammatical exercises, drills and changes in sentence patterns by substitution, are practised in this method. (2)

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- (2) a. 'Foreign Language Learning', Robert L. Politzer, Prentice Hall Inc., Englewood Cliffs, New Jersey, 1965, pp. 11-12.  
 b. Chapters 5 and 9 in 'The Linguistic Sciences and Language teaching', M. A. K. Halliday et al, Longmans, 1966.

The first and second method are opposed to each other while the third one, the audio-lingual method largely is a compromise.

## UNIVERSALS IN LANGUAGES

The Transformational approach to linguistics, in particular has brought to the fore (1) the innate knowledge of rules in every human being which constitute the grammar of any language, (2) the analysis of all sentences in a language in terms of deep structures which are abstract representations of underlying conceptual categories and patterns which are converted into surface structures by the application of transformational rules and (3) many aspects of deep structure and many types of transformational rules and other formal features are universal for all languages. (3)

## COMMONNESS IN COGNATE LANGUAGES

Though the theoretical stance of the transformationists is quite nebulous and their achievements over stressed, there is little doubt that languages belonging to the same family share more commonness than the unrelated languages. The closeness between the related languages increases according to the time of separation of each language from the family—the recent ones being much more closely related than those which separated from the family earlier. Time depth increases the complexity of member languages. Historical Linguistics has demonstrated beyond reasonable doubt that if two languages are related they share common phonological, morphological, syntactic and semantic features due to common inheritance. Variations between them are due to contacts with other languages or due to internal developments. The area of commonness will be more, if the time

- 
- (3) 'Learning a Language in the Field: Problems of Linguistic Relativity', J.C. Catford, University of Michigan, *Modern Language Journal*, Vol. LIII, May, 1969, Number 5, p. 310, as cited in 'Aspects', Noam Chomsky, Mass, M.I.T. Press, 1965, pp. 51–58,

of separation of the two languages is recent. It will be less if the time depth is longer. Learners of these languages exploit the areas of commonness to their advantage and acquire easily the other language. The relationship between the two cognate languages is similar to that of dialects in a single language. Any speaker of a dialect can acquire easily another dialect of the same language because of their commonness. If the members of a family of languages are spoken in an area for a considerable length of time with common contacts and political history, their differences on that count will be negligible.

### PERSONAL EXPERIENCE

All four members who worked in the project have different language backgrounds. V. I. Subramoniam's mother-tongue is Tamil. B. B. Rajapurohit is a Kannadiga. N. Sivaramamurthi speaks Telugu as his mother-tongue. Malayalam is the mother-tongue of A. P. Andrews Kutty. But learning Malayalam or Kannada or Telugu for a Tamil speaker was comparatively an easier experience than learning Russian or German. This experience shared by all members has been exploited for teaching purposes.

### TIME DEPTH AND CONTACTS

The four major languages have a time depth ranging from 1000 to 3300 years: Tamil-Malayalam, 10th Century A. D.: Tamil-Kannada, 4th Century A. D.: Malayalam-Kannada, 3rd Century A.D.: Kannada-Telugu, 9th Century B.C. Tamil-Telugu 10th Century B.C.: and Malayalam-Telugu, 13th Century B.C.(4) Their history of contacts was also similar. Sanskrit, Prakrit and Pali were the early sources of borrowing for all the four languages. From historic times, they were spoken in an area in which they are now spoken, with boundaries which have remained almost unchanged. These factors have added to the easiness in comprehension and learning of these languages.

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(4) Lexicostatistic Analysis of the Chronology of the Disintegration of Proto-Dravidian, M. Andronov, Indo-Iranian Journal, Vol.VII, 1964 Nos.2 and 3, Mouton, Holland, p.179

## LEARNING AND RETENTION

Learning and retention are two factors seldom separated in language teaching. Motives such as instrumentation and integration help in the retention of the languages learnt, because of the needs they create in life. (5) Besides these, a causal explanation offered to a problem in a language enables especially the adults to retain that fact for a long time to come. Cognate language analysis provides explanations which will help the learner to remember facts of a language for a considerable length of time.

## DELIMITATION OF THE GOAL

The goal of all language learning is to acquire a native like command of both the spoken and written varieties of the language. Such a goal is sizable and unachievable within the limited period of time which a learner normally spends in learning. The availability of dialects—regional and communal—complicates the learning in all languages. The literary language, if spoken, will bring forth a response of derision from the folks. Their replies will be hardly understood by the students of that language. A standard colloquial in the above said Dravidian languages is non-existent, which further complicates the problems of learning. Limitation of the goal, and finding an alternative for the standard language are the two necessary steps for all language teachers in South India.

The Newspapers with a large circulation can be assumed to adopt a variety of language which is understood by the masses in that language area. The language of the Newspapers for practical purposes is a colloquial standard because of their circulation among a large number of the native speakers. Learning to comprehend, read, speak and write the Newspaper-language is the goal set for the course which will run for a period of four weeks only.

## CHILDHOOD LEARNING AND ADULT LEARNING

In childhood, learning is believed to be easy. Though experimental data have not enabled to confirm or reject this hypo-

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- (5) Learning a language in a Field—J.C. Catford, *Modern Language Journal* Vol. LIII, May 1969, No. 5, p. 315.

thesis, it is accepted that children have a pre-puberty biological pre-disposition which enables them to achieve fidelity in pronunciation. (6) Adults on the other hand can listen intensely and comprehend more quickly than children. Memorization will be difficult for adults, whereas explanatory clarifications enable them to remember the facts of language for a long time. Substitution and generation of language forms are easier for them to handle than for children. The learners to be experimented in this project will be adults of the age bracket of 20-30.

### COMPARING OTHER METHODS

The cognate method detailed above is principally useful in selecting words, phrases and sentence frames for lessons. To a limited extent this can be used also in explaining difficult vocabulary items or points of grammar.

Since all parallel items in phonemics, grammar and semantics of two related languages are pressed into service in this method it does not sift the inherited from the borrowed items in languages as is done by the comparative grammarians. Unlike contrastive grammarians who describe the two languages and match them, this method emphasizes the framing of statements and rules which are common to the related languages or are applicable to the data sound in the related languages. Commonness is its keynote. Exploitation of the Commonness is its outlook. If a teacher has any partiality for the Grammar-translation method or the Audio-lingual method he is at liberty to make use of one or more methods in presenting the lessons prepared on the basis of this method. In that sense this method is accommodative.

### SHORT-COMINGS IN THIS APPROACH

(a) Newspaper seldom use certain fundamental vocabulary items like first and second person pronouns. This defect has been overcome by supplying such vocabulary items to the corpus

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- (6) 'The optimal Age to Learn a Foreign Language', James J. Asher and Ramiro Garcia, *Modern Language Journal*, Vol. LIII, May, 1969 No. 5, p. 335,

but listing them within brackets in the Dictionary. The Newspapers often make use of vocabulary items which are not deep rooted in the language, but are popular for a period of time and forgotten after that. Chances of such items entering the lessons have been minimised because of the preference shown to words which occur in more than one language.

(b) The similarity in sounds in related languages will be a liability rather than a help because of the experience of learners to be easily mislead by similar sounds. Experience has shown that the learner will be tempted to substitute the native sounds wherever their counterparts occur in the new language. But no two languages can have a sound system which can be considered as entirely different. Universal distinctive features in languages so widely apart structurally and geographically confirm that similarity of sounds is a factor available in all languages. When sounds are similar, the learners should be adequately cautioned against the possible errors rather than avoiding them. In related languages the difference in pronunciation and the difference in distribution of similar sounds are comparatively less. Therefore this point cannot cause much difficulty for learners.

(c) All rules of conversion of one related language to another have to be remembered by the learner if this method is to be successful. This will be time-consuming and will be unnecessarily burdensome because the learner has to remember rules which may not be immediately needed for this purpose. Conversion rules in any method have to be learnt overtly in the grammar-translation method and covertly in the direct method. They cannot be eliminated in learning any language through any method. But in this method, new rules are fewer and are learnt quickly because the starting point of learning is the common rules found in the related languages.

(d) Another important criticism against this method is that it will be useful in learning only related languages belonging to a family. For learning languages other than the related ones, this method will be of little use. Satisfactory achievement of



this end is in itself a major step in language learning. Besides, the experience gained in adopting this method can be utilized for exploiting the universal categories found in unrelated languages for the purpose of teaching.

(e) Yet another theoretical objection, not so strong now, as it was during the Post-Bloomfieldian days is mixing history in describing a language. When function determines the form of the grammar, this theoretical objection deserves little cognizance.

#### PREPARATION OF MATERIAL FOR TEACHING COLLECTION OF NEWSPAPERS

The daily issues of Newspapers published from two important cities in the four States, one in the southern region and the other in the northern area, were collected from 1-11-1967 to 4-11-1967. For Malayalam, issues of Kerala Kaumudi published from Trivandrum, the southern city in Kerala, and Mathrubhumi published from Calicut the northern city of Kerala were collected. For Tamil, Dinamani published from Madurai, the southern city, and Swadesamithran published from Madras, the northern city of Tamilnadu, were gathered. The Vijayawada edition of Aandhraprabha and Aandhrabhumi from Secundrabad were collected for Telugu. For Kannada, Prajavani and Samyukta Karnatak published from Bangalore and Hubli respectively were filed.

#### INDEXING

Out of two Dailies for this preliminary draft, only one issue each of the four languages were word-indexed. The issue of Kerala Kaumudi dated 3-11-1967, the issue of Dinamani dated 3-11-1967, Aandhraprabha dated 3-11-1967 and Prajavani dated 3-11-1967 were indexed thoroughly and the list of words was written with meaning. The phrase and sentence frame indexes were also prepared.

#### GRAMMAR AND LEXICON

A grammar for each language was prepared on the basis of the indexes. For phonology, the pronunciation of the investi-

gator who is a native speaker of the language concerned was taken as the basis for analysis. In all aspects of grammar and phonology, statements which will accommodate the facts found in the four languages are more preferred than narrow statements covering occurrences in a single language. This in some instance, appeared to be a bit artificial. But on second thought, it was found to be beneficial and easy to state. Several grammatical possibilities which were hidden in the four languages were made clear, by this type of analysis. The common items in phonology, morphology and syntax were listed along with the items which differ from each other. The frequency of words and the percentage of tatsama and tadbhava were also calculated for each language. On the basis of syllables, the words were sifted as monosyllables, disyllables, tetrasyllables etc. A dictionary consisting of the words with their meanings was compiled.

## LESSONS

The common items in phonology, grammar and semantics were utilized to construct the initial lessons. Complexities were introduced in the succeeding lessons. In general the subject matter of each lesson was common for all the four languages. The common construction patterns were utilized fully. Whenever the subject matter of a lesson needed vocabulary items which were not found in the index, new, but probable words were introduced which were explained later. But such items were few in number.

## LESSON AIDS

Each lesson was appended with a lesson aid in which the grammatical explanation, cultural details etymological informations with conversion rules in phonology and grammar, the meaning changes if any, indigenous and loan words, the conversion rules for loan words, exercises, pronunciation drills, patterns etc., were included. The grammatical informations were graded and were introduced gradually with cross references in order to avoid monotony. The aim of introducing lesson-aids was to minimize the task of the teacher. The lessons with their aids will be self-explanatory and the need for a teacher will be confined to the teaching of pronunciation.

## DURATION OF THE COURSE

The lessons have been shaped for a course running for four weeks. In each week five to six lessons are covered.

The lessons to be covered in the first week contain a vocabulary of a thousand items.

In the second week five hundred additional vocabulary items are introduced. In the third week seven hundred and fifty additional items and in the fourth and final week another seven hundred and fifty items of vocabulary are added. The total vocabulary introduced will be about three thousand.

## SPEAKING AND WRITING

In the first week pronunciation and intonation patterns are taught and practised with the help of a native speaker and tape recorders

In the second week, the details of the scripts and their commonness are discussed in the class room. Practices in identifying the script are administered in the class room. In the third week writing single words and simple sentences, along with reading newspapers, and speaking are encouraged

In the fourth week, short essays and letters are written by the students as part of the class work. Short lectures and dialogues are also encouraged.

The last two lessons which are passages taken from the Newspapers are given in native scripts in addition to the Roman script.

## TEACHERS

The teachers employed will be native speakers of the language or non-native speakers supported by native speaking assistants. They will have minimum gifts of presentation or personality.

## STUDENTS

Students with average ability who have passed the B.A./B.Sc. examination with 40—45% in any one of the language parts will be selected for instruction. They will be between the age group of 20 —30 years,

## TIME SCHEDULE OF WORK

The Course runs from Monday to Saturday in each week. The time schedule for each day is as follows:

8-00 — 8-45	Introducing linguistics and linguistic terminology in the first week. From the second week it will be alternated with an introduction to the history and culture of the people
9-00 — 10-00	Lessons
10-30 — 12-00	Drill on the lessons by a native speaker
2-30 — 3-30	Lessons
3-45 — 5-00	Drill
6-00 — 7-00	Reading of journals, Newspapers, Listening to tape-recordings. Guided home work for students who need assistance
8-30 — 9-30	Relaxed conversation about the language area if all students live in a hostel

On Sundays an excursion to a nearby village where the language is spoken will be arranged.

## EVALUATION

In the beginning of the course, a questionnaire to evaluate the knowledge of each student on the language to be taught is administered and scored.

On every Saturday, a test based on the lessons given in the week is conducted and the scripts are scored before the students. They are to correct their own mistakes.

On the final day in the fourth week, a questionnaire is administered to the students to assess their achievements.

An expert committee will compare the scores and suggest improvements,

## TRIAL COURSE

A trial course in Telugu attended by three Tamil speakers was run on 28th May, 1969 for a single day. They all felt that the lessons were easy to comprehend and learning Telugu was simplified by this procedure. They suggested the grading of grammatical informations and recording of the pronunciation on tapes. The Tamil speakers found it difficult to pronounce the voiced and aspirated stops of Telugu.

Another trial course for Telugu has been conducted with the M. A. students of the first year who are twelve in number. Because of their detailed reactions the Investigators planned for a full length course.

Another course was tried with a set of foreigners for Malayalam.

## FUTURE IMPROVEMENTS

The theory on the basis of which the teaching material has been shaped has been acknowledged by the students of the trial course to be quite effective. The contents of the lessons and the informations in the lesson-aids need improvement in the light for our experience in teaching the course.

V. I. SUBRAMONIAM

## LESSON 1

### paatam 1

### nam naatu

1. itu paarata teecam.
2. pammuthaiya piratama mantiri intiraa kaanti.
3. intiraa kaanti panthittu javakarlal neeruvina maka.
4. keeralam paarata teecattil irukkiRatu.
5. keeralattil pattu jiilaakka! ullana.
6. keeralattil iranthu yunivercittikalum oru yunivercitti centarum ullana.

### EXERCISES:

1.

itu	puttakam
	peenaa
	pencil
	caakku
	meecai
	naaRkaali
	keeralam
	tamil naatu
	tiruvananthapuram
	cennai etc.

2.	pirittan	piratama	mantiri	.....
	ruciya	piratama	mantiri	.....
	aastireeliyaa	piratama	mantiri	.....
	ciinaa	piratama	mantiri	.....
	jappaan	piratama	mantiri	.....
	kanaṭaa	piratama	mantiri	.....

3(a)	intiya	janaatipati	.....
	ruciya	janaatipati	.....
	amerikka	janaatipati	.....

(b) keeraġa	mutal maṅtiri	.....
timalṅaattu	mutal maṅtiri	.....
maicuur	mutal maṅtiri	.....
aantiraa	mutal maṅtiri	.....

4(a) javakarġaal neeru	mootilaal neeruvn	makan
kaṅti	.....	makan
iṅtiraa	.....	makaġ
ciitai	.....	makaġ

(b) mootilaal neeru javakarġaal neeruvn taṅtai	
janakan	..... taṅtai
javarġaal	..... taṅtai

5(a) paaratam		
ciloon		
ciinaa	aaciyaavil	irukkiRatu
parmaa		
maleeyaa		

(b) tiruvanaṅtapuram		
kocci		
kollam	keeraġaatiġ	irukkiRatu
kaġġikkooṭṭai		
paalakkaattu		

(c) cennai	tamiġakattiġ	irukkum nakaram
maturai	.....	.....
tirucci	.....	.....
kanniyaaku-		
mari	.....	.....
tiruppati	.....	.....
pampaay	.....	.....
kalkaṭṭa	.....	.....

6.		iraṅṭu	ṇatikaġ	
keeraġattiġ		muunRu	ṇakaraṅkaġ	uġġana
		ṇaanku	malaikaġ	
		pattu	jillaakkaġ	

7.	oru	puttakam	uṅṭu
	iraṅṭu	puttakaṅkaġ	uġġana
	oru	pacu	uṅṭu
	muunRu	pacukkaġ	uġġana
	oru	kili	uṅṭu
	ṇaanku	kiliikaġ	uġġana



8. raamanum	krishṇanum	iruṇṭaarkaḷ
koovintanum	kaṇṇanum	iruṇṭaarkaḷ
murukanum	valliyum	iruṇṭaarkaḷ

### NOTES:—

Noun (a) keeraḷam	— keeraḷattu	— ai	Accusative
		— aal	Instrumental
		— ooṭu	Sociative
		— kku	Dative
		— atu	Genitive
		— il	Locative

(b) teecam — teecattu

(c) maram — marattu

(d) kaṇṭi — ai

— aal

— ooṭu

— kku

— atu

— il

(e) itu

— ai

— aal

— ooṭu

— kku

— atu

— il

itu — an — ai

— aal

— ooṭu

— ukku

— atu

— il

### Numeral Nouns

on — Ru

iraṇ — ṭu

muun — Ru

ṇaan — ku

aiṇ — tu

aaR — u

eeḷ — u

eṇ — ṭu

on — patu

pa — ttu

**Adjectives:**

$$\left. \begin{array}{l} \text{oru} \\ \text{iru} \\ \text{mu} \end{array} \right\} + \text{ṇaali} \longrightarrow \left\{ \begin{array}{l} \text{oruṇaali} \\ \text{iruṇaali} \\ \text{muṇṇaali} \end{array} \right.$$
**Vocabulary:**

itu	kaṇṭi	paṇṭiṭṭu (paṇṭitar)	maṇṭiri
iraṇṭu	keeraḷam	(pattu)	javakarḷaal
iṇṭiraa	teecam	paaratam	jillaa
irukkiRatu	ṇaam	piratama	(yuniverciṭṭi
uṭaiya	ṇeeru	makaḷ	ceṇṭar)
uḷḷana			

**GRAMMAR**

- 1.1 'itu' — this is proximate Neutral demonstrative.  
 Compare 'atu' — that Distant demonstrative  
 'etu' — which Interrogative demonstrative

Proximate and distant demonstratives are sometimes freely used without distinction if the object is in the adjacent place.

- 2.1 'uṭaiya' — of Genitive case marker Compare Malayalam 'uṭe'. After 'uṭaiya' only a noun can occur

**Note:**

ṇammuṭaiya	maṇṭiri
ṇammuṭaiya	aracan
ṇammuṭaiya	taṇṭai

- 3.5 Another genitive case marker is 'atu'.

ṇeeruvinatu	makaḷ
enatu	puttakam
enatu	kai
enatu	aaciriyar
aaciriyaratu	tantai

Compare Malayalam 'nRe'

These are two sub-rules:

Wherever the possessor is an animate noun 'uṭaiya' or, 'atu' can occur freely. Wherever the possessor noun is inanimate preference will be for 'atu'.

E.g. taṇṭaiyin uṭaiya	makan
taṇṭaiyīnatu	makan
malaiyīnatu	uyaram

But not ordinarily 'malaiyīnuṭaiya uyaram'.

Where the possessor and the possessed are persons, 'atu' is optionally used.

ṇeeruvīnatu	makaḷ
ṇeeruvin	makaḷ

### 'in' and 'an'

Between the stem and the case marker a few particles will be added. They are ordinarily called empty markers. The most commonly used ones in cases are 'in' and 'an'. Sometimes 'an' is also used especially after pronouns in Tamil.

4.3	Locative Case marker	—	'il'
	Compare Malayalam 'il'	--	vīṭṭil
		—	keeraḷattil
		—	ṇaattil

### 5.4 Verbs:

The ending of finite verbs will vary according to the number and gender of the subject.

I		II	
avan	vaṇṭaan	avan	uḷḷanan
avaḷ	vaṇṭaal	avaḷ	uḷḷanaḷ
atu	vaṇṭatu	atu	uḷḷatu
avar	vaṇṭaar	avar	uḷḷanar
avai	vaṇṭana	avai	uḷḷana / uḷḷavai

The first section and the second section have some commonness and a few variations. Both change their endings according to the subject noun. But, the second section does not have the tense marker 'ṇt' indicating past tense. Those which indicate tenses explicitly are called Tense Verbs. Those which do not have tense markers are called Tenseless Verbs or Appellative Verbs. Modern Malayalam makes use of the same verb forms for all persons numbers and genders.

avan				avan		
ava				ava		
atu		+	vannu	atu		+ unṭu
avar				avar		
ava				ava		

### Sentence Pattern

Upto 4 the sentences are of the nominal pattern. They will have a subject which is a noun and a predicate which is also a noun.

E.g. 'itu teecam'

Another type of sentence is to have a subject, noun and a predicate, verb.

E.g. 'itu vaṇṭatu'

These two types of sentences are simple sentences.

There are complex sentences which are combinations of two or more simple sentences.

E.g. S.1 iraṇṭu yuniverciṭṭika| uḷḷana.

S.2 oru yuniverciṭṭi ceṇṭar uḷḷatu.

S.3 iraṇṭu yuniverciṭṭika|um oru yuniverciṭṭi ceṇṭarum uḷḷana.

We can formulate a rule for this. The subject of the sentence 1 and the subject of the sentence 2 if they take the same predicate they can be hooked with 'um'. The predicate will have a plural ending because of the multiple subjects.

Subject 1 + um + Subject 2 + um + predicate plural.

### PRONUNCIATION

1.1 The Tamil stops have differences in pronunciation according to their positions of occurrence in a word. Initially all stops will be voiceless. Medially, after a nasal they will be voiced

E.g. maṇḍiri (2.3) iṇḍiraa (3.1) paṇḍiṭṭu (3.3)

Between vowels in the medial position, k, c, t, p will be slightly voiced and will be with a continuant

E.g. itu (1.1) teecam (1.3) maka| (3.6)

(1.2) Tamil absorbs words from other languages as 'tadbhavas' i.e. by changing the pronunciation of the loan words according

to its phonemic system. The vargha stops of Sanskrit p, ph, b and bh are substituted by 'p' in Tamil.

According to ones familiarity with the original language the pronunciation will vary.

'paaratam' though written with 'p' will be pronounced as 'Bhaaratam' in the All All India Radio, especially, if the announcer is a Brahmin. In the standard pronunciation, the initial 'p' will have a slight voicing. It is pronounced as it is written, in the speech of the uneducated low-class variety. We will follow for this course the standard pronunciation.

(2.2) 'Pr' cluster will be split into 'pir'. So also 'tr' cluster into 'tir'.

E.g. pratama	>	piratama
intraa	>	intiraa

(6.2) The numeral 'iraṇṭu' will always have vowel 'i' before r which should be particularly noted by Malayalis.

(4.4) The final 'u' of Tamil has two varieties, according to previous consonant or consonants and the length of the vowel preceding the consonant. After a consonant cluster in which the last element is a stop the final 'u' will be unrounded. E.g. cukku, caṅku. The stop if preceded by a long vowel will also have an unrounded 'u'. Elsewhere a round 'u' will occur E.g. caavu

But most of the speakers of Tamil may unround both 'u' s. But never pronounce it a 'ə' as Malayalis do.

## WRITING SYSTEM:

See Appendix 1

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## LESSON 2

paaṭam 2

tamiḷ moḷi

1. tamiḷ vaḷappamuḷḷa oru moḷi.
2. naan tamiḷ paṭikkiReen.
3. tamiḷil nalla ilakkana ilakkiyaṅkaḷ uḷḷana,
4. tamiḷaittamiḷar peecukinRanar.
5. nīṅkaḷ eṇṭa moḷi peecukiRiirkaḷ ?

### PATTERNS

- (1.1)                      | tamiḷ                      |  
                               | teluṅku                    |  
                               | kannataṁ                |                      oru nalla moḷi  
                               | malayaaḷam            |
- (2.2)                      celippuḷḷa  
                               aaRuḷaḷuḷḷa  
                               malaikaḷuḷḷa                      naaṭu  
                               celvamuḷḷa
- (1.3)                      | oru                      |  
                               | iru                      |  
                               | mu                      |                      kiḷiyin paṭam  
                               | naal                    |  
                               | ai                      |
- (2.23)                      |                      tamiḷ                      |  
                               |                      piraṅcu                    |                      paṭikkiReen  
                               |                      aaṅkilam                |                      peecukiReen  
                               |                      spaaniṣ                |                      eḷutukiReen
- (2.2)                      | tamiḷil                    |                      nalla                    |  
                               | kannataṭṭil              |                      periya                  |                      nuuḷ                    uṇṭu  
                               | malayaaḷattil          |                      ciRiya                  |
- (2.3,4)                      keeraḷattil              | aaRu kuḷaṅkaḷ            |  
                               |                      maraṇ cetikaḷ            |                      uḷḷana  
                               |                      toopputturavukaḷ        |

(2.2)	tamiłai malayaałattai kannaṭattai teluṅkai	tamiłar malayaałikai kannaṭiyar teluṅkar	peecukinRanar
(2.1)	niiṅkał enta	aappi! aaraṇcu atti maampałam uṇavu	uṅkiRiirkał ?

## EXERCISES

### Filling up Blanks

- I. (1) mayil ... .. oru paRavai.  
 (2) ciṅkam ... .. oru vilaṅku.  
 (3) keerałam ... .. oru pakuti.  
 (4) iṇṭiyaa ... .. oru ṇaaṭu.
- II. (1) aaṇṭiraavil peecum moli ... ..  
 (2) maicuuril peecum moli ... ..  
 (3) piikaaril peecum moli ... ..  
 (4) kaaśmiiril peecum moli ... ..

## QUESTION AND ANSWERS

1. ṇaan tamił paṭikkiReen.  
 nii enna paṭikkiRaay?
2. ṇaan paatttu paṭikkiReen.  
 nii enna paaṭuvaay?
3. ṇaan kaalpantu viłaiyaaṭukiReen.  
 nii enna viłaiyaaṭuvaay?

## WRONG SENTENCES TO BE CORRECTED

1. ṇaan malayaałam paṭikkiRaay.  
 2. nii teluṅku paṭikkiReen.  
 3. viṭṭil ṇaayum puunaiyum ułlatu.  
 4. niiṅkał paattup paaṭukkiRaay.

## CONFUSED SENTENCES TO BE SET ARIGHT

1. ṇaan moli enta peecuven?  
 2. aRaayil ṇaaRkaaliyum ułłana meccaayum.



3. milṭanum paṭikkiReen pairanum ṇaan.
4. raaman paiyan ṇalla.

## VOCABULARY

ilakkaṇam	tamiḷ	ṇaan	peecukinRanar
ilakkiyam	tamiḷar	ṇiṇṇakal	moḷi
eṇṭa	ṇalla	paṭikkiReen	vaḷappam

## GRAMMAR

2.1.3 Previously we called 'oru' as a numeral adjective. It is possible for us to have another set of numeral adjectives like;

### Set I

iru	moḷi
mu	moḷi
ṇaal	moḷi
ai	moḷi
aRu	moḷi
eḷu	moḷi
eṇ	moḷi
onpatu	moḷi
pattu	moḷi

These are adjectives. Note in 'onpatu' and 'pattu' we have the noun forms functioning as adjectives.

### Set II

Similarly	eṭṭu	moḷi
	eeḷu	moḷi
	aaRu	moḷi
	aiṇṭu	moḷi
	ṇaanku	moḷi
	muunRu	moḷi
	iraṇṭu	moḷi

are also possible

Set I and Set II are in free variation. But 'oru moḷi' has got one restriction. It cannot occur in free variation with the nominal form 'onRu' 'onRu moḷi' is now, a wrong construction.

- 2.2.3 The verb 'paṭikkiReen' has the past form 'paṭitteen' and the future form 'paṭippeen'.

Set I	Present	Past	Future
	aṭikkiReen	aṭitteen	aṭippeen
	kaṭikkiReen	kaṭitteen	kaṭippeen
	eṭukkiReen	eṭutteen	eṭuppeen

Against this set we have another:

#### Set II

peecukiReen	peecineen	peecuveen (4.3)
aaṭukiReen	aaṭineen	aaṭuveen
paaṭukiReen	paaṭineen	paaṭuveen

Please note the tense markers are as follows:

	Present	Past	Future
(1)	-kkiR-	-tt-	-pp-
(2)	-kiR-	-in-	-v-

We have identified two sets of verbs. One takes for future tense -pp- another -v-. When the verb takes -pp- in the future it will always have a double stop in the past as well as in the present tense. Compare Set 1 with Set 2.

#### 2.4.2 The plural of tamiḷan is tamiḷar

aracan	aracar
vaṇṇiyan	vaṇṇiyar
paRaiyan	paRaiyar

The Malayalam form 'maar' as in 'tamiḷanmaar' is not used. Instead it uses 'ar' or 'aar' which is the gender plural marker. Old Tamil did use 'maar' as in modern Malayalam.

E.g. taaymaar	annanmar
taṅkaimaar	tampimaar

2.4.3. The predicate 'peecukinRanar' will have a free variation with 'peecukinRaarkaḷ'. With 'an' which is an empty marker (indicated in Lesson 1.3.5) 'kaḷ' is not added. Only the gender plural 'aar' takes 'kaḷ'. Even the long form 'aar' will not occur after 'an'. 'peecukinRanaar' is not possible. With third person neuter plural the form with 'an' is the only possible one e. g. vaṇṇana.

2.4.1. The accusative case marker is 'ai' in Tamil. The other case markers in Tamil are 'aal', 'ooṭu', 'kku', 'atu', 'il' (Lesson 1, Exercise 1).

2.5. An interrogative sentence will have an interrogative word like 'etu', 'ēnta', etc.

ṇiĩṅkaḷ                      moḷi                      peecukinRiirkaḷ

If interrogative is added before moḷi then the correct answer will only be about moḷi.

Question: ṇiĩṅkaḷ            ēnta            moḷi            peecukiRiirkaḷ ?

Answer;    ṇaan            tamil            moḷi            peecukiReen.

Note a different type of interrogation to find out whether one speaks Tamil or not.

ṇiĩṅkaḷ            tamil            moḷi            peecukiRiirkaḷaa ?

Similarly for finding out who spoke the Tamil language the question frame is

yaar            tamil            moḷi            peecukiRaarkaḷ ?

For

avan }	.....	yaar ?
avaḷ }		
avar }		
atu	.....	etu ?
avai	.....	evai ?

'kaḷ' is always added after first person plural and second person plural.

ṇaan	ṇaam	ṇaaṅkaḷ
ṇii	ṇiim	ṇiĩṅkaḷ

In the third person avan – avar, avarkaḷ. The 'kaḷ' indicates respect. In some Districts with some castes where the second person plural is 'ṇiir', 'ṇiĩṅkaḷ' will be more respectful. In the first person ṇaan and ṇaaṅkaḷ are freely used.

		Noun ending	Verb ending
I Person:	Sing.	—aan	—een
	Pl.	—aaṅkaḷ	—oom
II Person:	Sing.	—ii	—aay
	Pl.	—iir	—iir
III Person:	Sing.	—an	—aan
		—aḷ	—aaḷ
		—tu	—atu
	Pl.	—ar	—aar
		—arkaḷ	—aarkaḷ
		—ai	—a

## PRONUNCIATION

1.1. *l* ending in the word 'tami*l*' can easily be pronounced by Malayalis. For Kannadigas and Andhras the pronunciation of *l* will cause some difficulty.

The tongue is curved and its fringes touch against the palate when it is pronounced. It is a heavily voiced continuant. Malayalis have to note that consonant ending words are common in Tamil. For Instance 'tami*l*' will end with a consonant not with the releasing 'u' like 'tami*lu*' as in Malayalam.

## SANDHI RULE I

After the accusative case marksr 'ai', if any word begins with k, c, t, p it will be geminated.

tami*l*ai + tami*l*ar = tami*l*aittami*l*ar (4.1) Largely this is the case with Malayalam.

E.g. tami*l*inettami*l*anmaar

## WRITING SYSTEM

See Appendix

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## LESSON 3

paaṭam 3

iraaman

1. iraaman neeRRu (k) kalluurikku (c) cenRu pirincipaalaik kaṇṭaan.
2. avanukku viṇṇaanappirivil aṭmican kiṭaittatu.
3. maalai neeram iraaman puttakaṇkaḷ vaaṅkuvataRku (p)put-taka (k)kaṭaikk (p)poonaan.
4. aṅkee avan puttakaṇkaḷai (p)paṭittu (k)koṇṭirunṭaan.
5. pattu (p) puttakaṇkaḷ vaaṅkinaal kamican taruveen enRu kaṭaikkaaran appootu connaan.

### PATTERNS

1.S.1.

ciitai		viitṭukku	
valli		vayalukku	
kamalam	neeRRu	maḷaikk	
		aaRRukku	poonaal
		puuṅkaavukku	
		cinimaavukku	

1.S.5

		mutalvarai	
		talaivarai	
intiraa kaṇṭi cennaikkuc-		merinaavai	(k)kaṇṭaar
cenRu		kaṇṭi(c)cilaiyai	
		ṇuulakattai	

2.S.2.

		kaṇakku (p)pirivil	
		tamiḷ (p)pirivil	
ponnammaikk		aaṅkila (p)pirivil	iṭam kiṭaittatu
		poruḷaataara (p)pirivil	
		maaniṭaviyal (p)pirivil	

3.S.4.

kaalai		kaṇtan	kaRi	
ṇaṇṭakal	neeram	ponnan	vatai	vaaṅka
maalai		marutan	ilai	(p)poonan
iravu		ṇaṇṭu	inippu	
			pomma	

3.S.5	kataikku	malar	koṭukka	
ṇaan	paḷḷikku	paḷam	vaaṅka	vaṇṭeen
	koovilukku	teeṅkaay	eṭukka	

4.S.4,5,	avan	kaṭai	paṭittu (k)koṇṭiruntaan	
	iraaman	ṇaṭakam	eḷuti (k)koṇṭiruntaan	
	paalan	kaṭṭurai	keṇṭtu (k)koṇṭiruntaan	
	mukuntan	paṭṭu		

5.S.3.	aiṇtu	peenaa		
	aaRu	pai		
	eeḷu	pomma	vaaṅkinaal	kaḷivu uṇṭu
	eṭṭu	pencil	viRRaal	vilai kuRaivu
	onpatu	aaṭu		uṇṭu
	pattu	maaṭu		

5.S.6.	ponni	varuvaal		ponnan	
	vaani	taruvaal	enRu	vaanan	connaan
	celvi	keṇṭpaaḷ		celvan	
	talaivi	makiḷvaal		talaivan	

## EXERCISES

### FILLING UP BLANKS

- |           |       |       |       |            |
|-----------|-------|-------|-------|------------|
| tusyaṇtan | ..... | cenRu | ..... | kaṇṭaan    |
| iraaman   | ..... | pooy  | ..... | maṇṇaṇṭaan |
| kolampacu | ..... | cenRu | ..... | paarttaan. |
- |      |         |          |       |
|------|---------|----------|-------|
| ṇaan | paṭitta | puttakam | ..... |
| ṇii  | paartta | cinimaa  | ..... |
| avan | conna   | katai    | ..... |
| avaḷ | paṭṭiya | paṭṭu    | ..... |

### 3. QUESTION AND ANSWER

- iraaman ṇeeRRu eṅkee poonaan ?
- avanukku eṇṭappirivil aṭmican kiṭaittatu ?
- eppootu iraaman etaRku eṅk poonaan ?
- aṅkee avan enna ceytaan ?
- ettanai puttakam vaaṅkinaal kamican kiṭaikkum?
- kaṭaikkaaran enna connaan?

### 4. WRONG SENTENCES TO BE CORRECTED

- marattil paRaivaikku (k)kaṇṭaan.
- kaay kaRi vaaṅka (k)kaṭaiyai (c)cenRaan.

3.  $\eta eRRu$  avan kalluuri (k)ku (c)cenRaan.
4. aval paat̃tai (p)paṭittaan.

## 5. CONFUSED SENTENCES TO BE CORRECTED

1. viiṭṭil paṭittu puttakam koṇṭirunṭaan.
2. pattu kamican unṭu vaaṅkinaal peenaa.
3. enakku (k)kaṇakku kiṭaittatu iṭam pirivil.
4. maavu poonaan araikka millukku evan

## 6. VOCABULARY

aṅkee	(kaṭaikkaaran)	connaar	maalai
appootu	kaṇṭaan	taruveen	vaaṅku
avan	kalluuri	$\eta e$ eram	(aṭmican)
(iraaman)	kiṭaittatu	$\eta eRRu$	kamican
enRu	koṇṭu	pirivu	viṇṇāanam
kaṭai	cenRu	puttakam	pirincipaal

## 7. GRAMMAR

1.1 The words beginning with 'r', 'l' and 'ṭ' will always have an enunciative vowel 'iraaman' as against Malayalam 'raaman'.

2. Tamil dative case -kku- will function as a locative when the noun refers to a place.

kalluurikku (c)cenReen

Normally Malayalam will have 'kaaleejil pooyi'. Another free form in Malayalam is 'kaaleejileekkup pooyi'. This is not found in Tamil.

3.5 Case markers are added to nouns, verbal nouns, and conjugated verbal nouns.

Nouns	Set I	Set II Verbal Nouns	Conjugated Verbal Nouns
kaaleejikku		varukaikku	vaaṅkuvataRku
viṭṭiRku		varaRku/varuvataRku	peecuvataRku
kiṭaacukku		peecutaRku	iruppataRku

4.5 Finite predicates will be simple, like 'vaṇṭaan' or complex like 'vaṇṭirunṭaan'.

For instance 'vaṇtu' is an infinite  
'irunṭaan' is a finite.

Set I	kaṇṭu	+	irunṭaan	--->	kaṇṭirunṭaan
	paarttu	+	irunṭaan	--->	paarttirunṭaan
	koṇṭu	+	irunṭaan	--->	koṇṭirunṭaan
Set II	pooka	+	irunṭaan	--->	pookavirunṭaan
	vara	+	irunṭaan	--->	varavirunṭaan
	unṇa	+	irunṭaan	--->	unnavirunṭaan

Please note that there are two types of infinite verbs. One is indicated in Set I in which the past tense is followed by 'u'. In the second Set, the verb stem is followed by 'a'. Normally the finite verb will be 'irunṭaan'. Others are also possible which would be indicated later. Complex verbs with three verb stems are also possible. Normally in those cases the infinite verbs will occur before the finite verb. In 4.4 we have an example for three stemmed complex verb.

paṭittu (k)koṇṭu irunṭaan

4.4 Now we will concentrate on the verb paradigm.

	S {	nii vaṇṭaay	
	P {	ṇiiṇkaḷ vaṇṭiirkaḷ	
S {	naan vaṇṭeen	S {	avan vaṇṭaan
P {	ṇaṇkaḷ vaṇṭoom	S {	avaḷ vaṇṭaaḷ
		P {	atu vaṇṭatu
		P {	avarkaḷ vaṇṭaarkaḷ
			avai vaṇṭana

5. Two simple sentences can be combined into a complex sentence in a different way also (c.f. Lesson 1 5.4)

S. 1 naan kamican taruveen.

S. 2 kaṭaikkaaran connaan.

S.3 naan kamican taruveen enRu kaṭaikkaaran connaan.

The rule is very simple

S. 1 + enRu + S. 2 ---> S. 3

There is one sub-rule which is possible. If the reference of the subject of S. 1 and the subject of S.2 are the same, either one of the subject can be deleted. Here naan and kaṭaikkaaran refers to the same person. So the first person in the S.1 can be deleted.



Now the S.3 would be 'kamican taruveen enRu kataikkaaran connaan'.

## 8. PRONUNCIATION

1.1 In 'iraaman' a final 'n' is alveolar in pronunciation. In the next word 'neeRRu' the initial 'n' is pronounced as a dental. The distinction between dental and alveolar is not maintained accurately in pronunciation. Malayalam distinguishes these two nasals. In the script of Tamil, distinct symbols are found for these sounds whereas, Malayalam writes these two sounds with the same symbol.

The Rule is a) n initially and medially before t b) Elsewhere n  
1.3 A few Sanskrit sounds like 'j' in 'kaaleej' are used in the newspapers. Literary language will avoid these sounds.

## 9. SANDHI

1. When the 'u' after two stops as in -ttu when followed by k, c, t, p there will be gemination of the stops: kk, cc, tt, pp  
pattu + puttakaṅkaḷ = pattupputtakaṅkaḷ (5.1)

2. A noun with case endings when followed by k, c, t, p those stops will geminate.

3. When an unrounded 'u' is followed by a vowel then the 'u' will become a zero.

koṇṭu + iruṅtaan —> koṇṭiruṅtaan (4.5)

4. When a word ends with 'a' and when followed by k, c, t, p those stops will geminate.

viññaana + pirivu —> viññaanappirivu (2.1)

Note also the neuter pronouns which end with -a as in anta, inta will have gemination of stops.

anta + kaḷai —> antakkaḷai

Similarly the gerund a as in vara will have gemination of stops.

vara + ceytaan —> varacceytaan

The infinitive ending i will have the gemination in stop.

aaṭi + keeṭtaan —> aaṭikkeeṭtaan

Other Vowel endings like Relative participle -a vaḷarnta taati, appellative and numeral adjectives nalla kaalam, oru payyan will not geminate we can formulate a rule for this. The subject of the sentence 1 and the subject 2 if they take the same predicate can be hooked with 'un'. The predicate will have plural ending because of the multiple subject.

5. A few internal sandhi rules deserve our notice. 'n' or 'l' followed by kk, cc, tt, pp will be R + k / c / t / p

E.g. vaaṅkuvatan + ku —> vaaṅkuvataRku (3.5)

pirivil + kaṇṭaan —> piriviRkaṇṭaan

## WRITING SYSTEM

See Appendix

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## LESSON 4

paaṭam 4

kaantiji

1. akṭoopar irantaam teeti kaanti jayanti.
2. kaantijikku paapuji enRu maRRoru peyarum unṭu.
3. paapuji poorpantarilee piRantaar.
4. poorpantar kujaraaattu maanilattil irukkiRatu.
5. sriimati kastuuripaay kaantiyin manaivi.
6. kaantijikku naanku puttirarkaḷ unṭu.
7. kaantiji inkilaantil paar-aṭ--laa paṭṭam peRRaar.
8. pinnar kaantiji tennaappirikkaavukkup poonaar.
9. intiyaaviRkuttirumpi vanta kaantiji cutantirappoora-aṭṭattil ceerntaar.
10. kaantijiyuṭaiya uppuc cattiyaakkirakamum taṇṭi yaattiraiyum pukaḷ peRRavai.
11. katar upayookikka veenṭumenRu kaantiji intiyarkaḷukku upateecittaar.
12. intu muslim aikkuyattiRkuk kaantiji paaṭu paṭṭaar
13. kaantiji pala puttakaṅkaḷ eḷuti irukkiRaar.
14. aayirattut toḷḷaayirattu naaRpattu eṭṭil kaantiji iRantaar.

## PATTERNS

- |         |   |   |                                  |
|---------|---|---|----------------------------------|
| 2. S. 3 | intiyaavukku<br>ciloonukku<br>inkilaantukku<br>tiruccikku<br>tennaikku<br>puttirarkku | paaratam<br>ilaṅkai<br>pirittan<br>tirucciraappaḷi<br>teṅku<br>makkaḷ | } enRu maRRoru pey-<br>rum unṭu. |
|---------|---|---|----------------------------------|

5. S. 4

iraamanukku oru	{	makan maka! manaivi annan tampi maaman maami akkaa! tañkai
-----------------	---	--

6. S. 2

veelaikku		naanku nuuRu aayiram kooṭi		vinṇappam
-----------	--	-------------------------------------	--	-----------

7. S.

vaacu		kollattil		pii.ee.		paṭṭam peRRaan
naaṇu		kocciyil		em.ee		
koopu		ceelatti		pi.el.		

8. S. 1

iṭṭali		tinRu		kaapi		kuṭṭitanar
keekku		pinnar		teenṇiir		
toocai		unṭu		paal		
puṭṭu				kokkoo		

8. S. 3

celvi		kanataavukku		poonaal
kaṇṇaki		materaikku		cenRaa!
maatavi		kaanpuurukku		eekinaa!
ṇalini		cennaikku		
paaru		paḷḷikku		

9. S.

appaa		viṭṭukku		paṭikkaccenRaar
ammaa		koovilukku		toḷaccenRaar
annan		paḷḷikku		eḷutattoṭaṅkinaar
akkaa!		viitikku		paaṭattoṭaṅkinaar

10.S.3-6	koova attil	ka alum	karaiyum	
nammutaiya	pampaayil	ka ttitamum	maramum	a aku
	kalkattaavil	nu lakamum	kalluuri- yum	
	cennaiyil	viitiyum	viitum	

11.S.	unmai col		cecu	
	katavulai nampu	enRu	napi	upateecittaar
	piRarukku utavu		kaanti	

## EXERCISES

1.	cecu naatar	piRa nta	aa ntu	.....
	li kan	piRa nta	naa tu	.....
	mukammatu napi	piRa nta	maatam	.....
	ka n nan	piRa nta	naa	.....
	kaa ntiji	elutiya	puttakam	.....
	e ican	ka ntupititta	karuvi	.....
	kumaaranaacaan	pa atiya	pa at tu	.....
	iravi varma	ti it tiya	ooviyam	.....

## 2. QUESTION AND ANSWER

1. kaa|ntiji eppootu piRa|ntaar ?
2. kaa|ntijiyin maRRoru peyar enna ?
3. poorpa|ntar enku ullatu ?
4. kaa|ntiji enna pa|ttam peRRaar ?
5. kaa|ntiji i|ntiyarkku enna upateecittaar ?
6. kaa|ntiji etaRkuppa|tupa|ttaar ?

## 3. WRONG SENTENCES TO BE CORRECTED

1. maturaiyil tamil|naa|tu ullatu.
2. eecuvn makan mariyaal.
3. ki|rus|na jaya|ntiyil puttaar piRa|ntaar
4. katar upateecittaar upayookikka enRu kaa|ntiji veen|tum i|ntiyarkku.

## 4. VOCABULARY

akṭooper	ten	maaRRu	cutaṇṭiram
aappirikkaa	ṇaanku	manaivi	teeti
iṅkilaṇṭu	paṭṭam	maanilam	paapuḷi
iṇṭu	pala	muyanRaar	paar-aṭ-laa
iRaṇṭaar	pinnar	upateecittal	puttitar
uppu	pukaḷ	aikkiam	muslim
eḷututal	peyar	katar	yaattirai
kaṇṭiji	peRRaar	kastuuripaay	jayaṇṭi
ceerṇṭaar	poorpaṇṭar	kujaraattu	sriimati
taṇṭi	pooraatṭam	cattiyaakkirakam	

## 5. GRAMMAR

1.2. iraṇṭaam 'aam' is a relative participle i.e. it will qualify a noun. It is from the following sentence:

Subject Noun	(Numeral Noun)	Subject Noun
teeti	iraṇṭu	aakum == >

Numeral Noun	Relative Participle	(Subject) Noun
iraṇṭ	aam	teeti

Note these Relative participles: (a) ooṭiya manitan  
(b) ṇalla manitan

(a) can be derived from (a<sub>1</sub>) manitan ooṭinaam  
(b<sub>1</sub>) manitan ṇallvan

In (a<sub>1</sub>) the pronominal markers of the verb like 'aan' and 'an' (PNog) have been dropped. The relative participle marker (R.P.) 'a' is added. There is also a change of position.

1 + 2 ----> 2 + 1

This can be reduced into a formula

- (1) (a) VB + PNog ----> VB  
(b) VB + RP ----> VB + a
- (2) 1 + 2 ----> 2 + 1

E.g.1(a)	kaantiji	paṭittavar
	kaantiji	paṭitt
1.(b)	kaantiji	paṭitta
2.	paṭitta	kaantiji

This derivation of relative participle is restricted to tense verbs and tenseless verbs. Noun predicates cannot be brought under this rule. Please note predicates are three types as stated earlier.

- |                         |       |                   |
|-------------------------|-------|-------------------|
| 1. Tense Predicates     | ..... | kaantiji vantaar  |
| 2. Tenseless Predicates | ..... | kaantiji ṇallavar |
| 3. Noun Predicates      | ..... | kaantiji manitar  |

2.6 We stated earlier that all Tamil verbs will take PNog markers according to their subjects. There are some exceptions especially in the future tense. In Neuter Singular future Verb the PNog is always absent in Tamil For Instance *atu varum* but not *atu vantatu* which will be infinite conjugated Noun.

avan		
avaḷ		
avar		varum
atu		
avai		

With the first and second person, the use of common verbs is rare. Malayalam uses this for all persons in the future as well as in the present and the past: but Tamil restricts to the future only. Please see 'teeti irantaakum' in 1.2. Similarly there are a few verbs in Tamil which can be used commonly for all subjects.

atu		untu
avan		vecRu
avaḷ		illai
avar		
avai		

All these are tenseless predicates. Verbs common to all gender number subjects are part of the grammatical systems in Tamil and Malayalam. Tamil restricts it to future as well as to a few tenseless predicates. Malayalam uses it to all finite predicates of the tense and tenseless varieties.

7.5 Please recall the two types of verb sets which were discussed earlier (Lesson 1 G.5.4). They are

	Present	Past	Future
(1)	-kkiR-	-tt-	-pp~
(2)	-kiR-	-in-	-v-

One more set is also available which is:

	-kiR-	-t-	-uv-
E.g.	ceykiRaana	ceytaana	ceyvaana
	peykiRatu	peytatu	peyvatu
	peRukiRaana	peRRaana	peRuvaana

The last one has got 'R' in the past due to sandhi. 'peR' is the stem.

When 't' follows it, it is assimilated to 'R'.

The Sandhi rule is  $R + t \longrightarrow RR$

8.1 There are a few words which indicate time place etc. They are called clitics because they are dependent on the following or preceding words

E.g. pinnar + poonaan

This freely varies with 'pin + poonaan' munnar / mun

10.1 'uṭaiya' is a tenseless relative participle.

uppu (c)cattiyaakkirakam kaṇṭijiyuṭaiyatu ----->  
kaṇṭijiyuṭaiya uppu (c)cattiyaakkirakam

Please recall 1.1

10.4 There are a few compounds in Tamil. They are really condensed clauses. One is 'taṇṭi yaattirai'. It can be derived from

taṇṭikku yaattirai cenRaara  
taṇṭikku (c)cenRa yaattirai  
taṇṭikku (c)cel yaattirai  
taṇṭikku yaattirai  
taṇṭi yaattirai

We would deal with it elaborately later.

10.7 We briefly mentioned earlier about the finite predicates and conjugated verbs (Lesson 3 G.3.5).

'peRRavai' against 'peRRaṇa' deserves our notice.

'peRRavai' is a conjugated Noun. 'peRRaṇa' is a tense verb predicate. In the sentence cattiyaakkira kammin prattiraiyam pukaḷ



peRRavai the pronominal 'avai' refers to the two subjects of the verb. If the pronominal suffix 'ana' occurs, the sentence will mean that the two subjects have earned the fame. If it is a conjugated noun, the meaning would be "those which have earned fame". There is a meaning change which should be noted between the two categories.

## Phrase Categories

### (a) VERB PHRASES

R.P + time and place clitics

vanta + pin

varum + pootu

varum + kaal

Conjugated Nouns

R.P + Pronouns

vaṇṭa + aval ---> vaṇṭaval

vaṇṭa + avan ---> vaṇṭavan

vaṇṭa + atu ---> vaṇṭatu

vaṇṭa + avai ---> vaṇṭavai

Note a Sandhi Rule a + a ---> Zero + a

12.3 The dative case in Tamil has got only one alternantku. Malayalam has got 'ku' and 'nu'. 'aikkiyattukku' is the only possibility in Tamil. Malayalis have to note this restriction.

14.1 Combinations of numeral nouns are made with the following principles:

The highest among the available digits should be written first, then the second. The last digit should be of least value. 'aayirattitoḷḷaayirattu naaRpattu eelu'. Thousand is the biggest number and eelu is the smallest one. The 'attu' is added to the -m ending bases which are declined for cases. All 'm' endings have this characteristic.

E.g.	maram	—	marattu
	aayiram	—	aayirattu
	toḷḷaayiram	—	toḷḷaayirattu

## 7. PRONUNCIATION

S.1 Sanskrit words are easily absorbed in the newspaper language. 'sriimati', 'kaantiji' are a few instances. The 's' in 'srii' is a dental sibilant, not very clearly distinguished from the retracted alveolar sibilant ś.

- (a) The following will be the word beginning vowels:

All the 12 vowels: aram, aaṭu, ilai, ii, ural, uatal, eli, ceṇi, aiṇtu, oṭṭakam, ootu.

- (b) The following will be the word beginning consonants:

kaṭai		
caṭṭi	ṇaayiRu	yaanai
taaṭi	ṇaali	vaay
paccai	malai	

- (c) Rarely in the loan words 'ṭ', 'r' and 'l' will occur initially.

'ṭaattā'                      'raakkettu'                      'liṅkam'

- (d) Similarly all the vowels except e and o will occur as a final element of a word in spoken speech

pala	puu
palaa	
ciri	avanee
nii	yaanai
ceeRu	avanoo

In literary especially the classical variety the e and o will occur in the word final position after a long vowel in aḷapeṭai.

## LESSON 5

### paaṭam 5

#### ammaavum iraviyum

1. ammaa: iravi! maḱalir manRa (k)kuuṭṭattiRku (p)pooka veenṭum appaa varumpootu colli viṭu.
2. iravi: eppotu tirumpi varuviirkaḷ ?
3. ammaa: eekateecam aaRu maṇikku vaṇṭu viṭuveen. appaa aiṇṭarai maṇikku vaṇṭu viṭalaam. ṇii viiṭṭileeyee iru.
4. iravi: aiṇṭee mukkaal maṇikku ṇaan ṇuul ṇilayam cella veenṭum, atanaalee ammaa aaRu maṇikku munnar vaṇṭu viṭuṅkaḷ.
5. ammaa: paarkkiReen. ilataa paḷḷikkuuṭṭatil iruṇṭu vaṇṭa uṭṭan kaapi tayaarikkaiṭṭum.

### PATTERN

5.2-3	maṇavar		kuuṭṭattiRku	
	aaciriyar		viḷaaviRku	
ṇaan	uḷavar	manRa	paricalippukku	pooveen
	ilaiṇar		varaveeRpukki	
	ilakkiya			

#### 5.2.1

ṇaan	varum		paṇam	
avan	collum	pootu	kaacu	kiṭaikkuṁ
avaḷ	kuuRum		paal	
ṇii	keeṭṭum		puttakam	

## 5.3.8-9

amma	muunRu		pooy	viṭalaam
aṇṇan	ṇaanku		vaṇṭu	viṭalaam
tampi	aṇṭu	maṇikku	colli	viṭalaam
maaman	aaRu		keetṭu	viṭalaam
maami	eeḷu		uṇṭu	viṭalaam

## 5.3.11

	cittiraiyil			
	vaikaacyil			
	aaniyil			
	aatiyil	uurileeyee		
	aavanīyil	vayalileeyee		
nii	purattāacyil	malaiyileeyee		iru
	aippacyil	iṇṭiyaavileeyee		
	kaarttikaīyil	iṅkilaaṇṭileeyee		
	maarkaliyil	amerikkavileeyee		
	taiyil			
	maacyil			
	paṅkuniyil			

## 5.4.6-7

nii	onRee		cinimaavukku	
niiṅkaḷ	iraṇṭee	mukkaal-	viiṭṭukku	pooka-
ṇann	muunRee	maṇikku	kalluurikku	veenṭum
ṇaaṅkaḷ	ṇaalee		paḷḷikku	

## 5.4.6-6

iraaman	connatum	kaappi	
mookan	vaṇṭatum	teeniir	tayaarikkaṭṭum
kaṇṇan	cenRatum	ooval	
paalan	peeciyatum	kokkoo	

## 5.1 FILLING UP BLANKS

- (a) 1. ṇaan                      viiṭṭukku                      .....                      veenṭum  
       2. nii                        koovilukku                    .....                      col

3.	aval	kalluurikku	.....	veeṇṭaam
4.	makan	vayalukku	.....	poonaan
(b) 1.	kumaran	.....	irukkaṭṭum	
2.	ṇaanu	.....	paṭikkaṭṭum	
3.	caampu	.....	vilaiyaaṭṭum	
4.	veeṇi	.....	paṭṭaṭṭum	

### 5.3 QUESTION AND ANSWER

1. ṇii eṇkee pooka veeṇṭum ?
2. ammaa eppootu varuvaarkaḷ ?
3. ammaa eṇku pookiRaarkaḷ ?
4. iravi aiṇṭee mukkaalukku eṇkee pooka veeṇṭum ?
5. ilataa paḷḷikkuuṭattiliruntu vaṇṭatum enna ceyvaal ?

### 5.4 VOCABULARY

appaa	ṇii	maṇi	viṭu
ammaa	ṇoolṇilaiyam	manRam	veeṇṭum
arai	paḷḷikkuuṭam	mukkaal	iravi
aaRu	paarkkiReen	munnar	kaappi
aiṇṭu	pooka	varum	tayaarittal
enakku	pootu	viṭṭu	ilataa
kuuṭṭam	makaḷir		

### 5.5 GRAMMAR

- 1.1 Among the cases we have yet to see the vocative. Note the pronunciation of the two sentences.

(a) iravi vaṇṭaan

(b) iravi! vaa.

In the second sentence the intonation rises and abruptly falls. In the first sentence the fall of the intonation is on 'vaṇṭa-an' which is rather sliding and not abrupt. Also the predicate verb in (b) is without any person number gender marker.

In general, after the consonant ending nouns, the vocative marker is -ee. If the noun has no consonant in the end the last vowel is lengthened.

5.1.8 The phrase 'varumpootu' consists of a relative participle 'varum' and a noun indicating time (here 'pootu') or place ('mun'). It functions as a verbal participle always qualifying a verb.

E.g.            vanta            pin  
                  varum            mun

Interchange of these two items are not possible.  
vanta mun / varum pin are wrong.

5.2.1 Please recall            appootu  
                                      ippootu  
                                      eppootu

5.2.2 We mentioned about verbal participles ending in 'u'. In 'tirumpi' the verbal participle suffix is 'i'. Note also the past form for 'tirumpi' is 'tirumpinaan' of the second Set which we have already seen. Those finite verbs which take 'in' in the past tense will have 'i' as a verbal participle marker.

5.3.11 'viittilee' is emphatic form of the seventh case -il. Emphatic forms will generally take 'ee'. Sometimes they will also take 'taan'. For instance we can say 'viittilee' and 'viittil taan'. Very rarely double emphatics will be used. In conversations such usages are more frequent than in literary writings. 'viittileeyee' has got a double emphatic.

5.4.7 'cella veentum' is also a complex verb. The first element ends with 'a'. It is added to a verb stem as against the verbal participle suffix which is added to the past tense maker.

'vara', 'cella', 'pooka' are commonly called gerunds. Malayalam rarely makes use of this form except in phrases like 'vara vara'.

5.5.1 The first sentence has no subject. It has a finite verb predicate without the subject.

E.g. paarkkiReen

The gender number marker will indicate that the subject is in the first person singular. The verb here means 'I will try'. Note also the present tense is used to indicate the future. The literal meaning 'I see' will be inapt here.

5.5.5 'vaṇṭa uṭaṇ' is similar in construction to 'varumpootu'(1.8)

## 6. WORD ENDING VOWELS AND CONSONANTS

All the vowels except short e and o will occur as a final element of a word

ṇalla	puu
collaa	ṇiiyee
eli	kaaḷai
teenii	yaaroo
ṇaaṭu	kau

The following will be the word ending consonants ṇ, m, n, y, r, l, ḷ and ḷ.

kaṇ	paal
maram	
ṇaan	tamiḷ
vaay	kaḷ
yaar	

---

## LESSON 6

### paaṭam 6

#### caṇṭai

1. ṇeeRRu ṇaan cinimaavukku(p)pookaamal caṇṭaikkuppuRa-  
ppaṭṭeen.
2. valiyl oru ṇaṇpanum ennuṭan ceerṇtu koṇṭaan.
3. iruvarum caṇṭaiyl cuRRi (t)tiriṇṭoom.
4. vaalai (p)paḷam vaanṅka veenṭum enRu ṇaan virumpineen.
5. aanaal atu kiṭaikkavillai
6. en ṇaṇpan venṭaikkaay vaanṅinaan.
7. teenṅkaay vaanṅka (p)poovatillai
8. eenenRaḷ atan vilai mikakkuṭṭal enRu en ṇaṇpan connaan
9. teenṅkaay illaata tuvaiyalukku (c)cuvai varaatu enRu ṇaan  
conneen.
10. maaṅkaay (t)tuvaiyalukku (t)teenṅkaay veenṭaam allavaa?
11. kaṭaiciyl maaṅkaay vaanṅki (k)koṇṭu ṇaaṅkaḷ viiṭṭukku  
(t) tirumpinoom.

### PATTERNS

1.4	kaṭaikkukku		viiṭṭukku	
	caṇṭaikkukku		koovilukku	
ṇaan	vayalukku	pookaamal	aaRRukku	pooneen
	paḷḷikkukku		ṇaaṭakattiRku	
	kalluurikkukku		kaṇṅkaṭcikkukku	

4.3.5	takkaali		connaan
	venṭai		virumpinaan
avan	paakal	vaanṅka veenṭum enRu	teetṭinaan
	puṭalai		alaṅṭaan
	kattari		paarttaan



5.1-3	taṇṇiir		
	moor		
ṇaan	paal	keeṭṭeen aanaal atu kiṭaikkavillai	
	tayir		
	paanakam		

8.4	taṅkattin				
	velliṭṭin				atikam
	takarattin	vilai mika			kuRaivu
	ceṇṇin				kuṇṇutal
	veṇṇalattin				

8.1	uṇkiRaaḷ				paci
liilaa	mayeṇṇinaaḷ	eenenRaal avalukku			kaḷaiṇṇu
	ooṭṭinaaḷ				nooy
	viḷuṇṇaaḷ				calippu

9.1.5	uppu		kuḷampu		
	paruppu	illaata	racam		cuvaikkaatu
	ṇey		uṇavu		
	taaliṇṇu		kaṇi		

10.	ṇii	veelaikku			
	avan	uurukku			
	avaḷ	caalaikku	pooka	veṇṇaam	allavaa ?
	miinu	koovilukku		veṇṇum	
	ṇaanu	cinimaavukku			

## 11.3-7

iṇṇiyaavil	paṭṭu		amerikkaavukku		
piraancil	teen	vaanṇi-	paaraciikattukku		
mekcikoovil	kaappi	kkoṇṇu	areṇṇiyaavukku		(p)poon-
kaṇaṇaavil	kootumai		ciinaavukku		een
ilaṇṇikaiyil	teeyilai		kyuupaavukku		

## EXERCISES

## FILLING UP BLANKS

- I. (a) 1. naan viittukkuc cen ——— .  
 2. naanpan ennaip paartt ——— .  
 3. avan palam vaañka virumpin ——— .  
 4. ciitai palattaik koñutt ——— .
- (b) 1. ——— avan kalluurikkuppoonaan.  
 2. cañtai ——— iruvarum tiriñtanar.  
 3. en ——— kaay vaañkinaan.  
 4. avaļ varavillai. ——— avaļukkukkaayccal.

## 2. QUESTIONS AND ANSWERS

1. naañkaļ iruvarum eñku cen Room ?
2. en naanpan enna vaañka virumpinaan ?
3. tecñkaay cen vaañka villai ?
4. maañkaay cen vaañkineom ?

## 3. WRONG SENTENCES TO BE CORRECTED

1. naanpan ennuñan ceerñtaal.
2. naan vilaiyaata virumpinoom.
3. naañkaļ palam vaañkineen.
4. naanum naanpanum cañtaikkuppooniir.

## 4. CONFUSED SENTENCES TO BE SET ARIGHT

1. naañkaļ kuñikkaamal iraviļ tuuñkineom paal.
2. vaañka puñavai illai poovatu.
3. illaata cuvai carñkarai illai kaappikku.
4. kompu allavaa maañtukku veeññum ?

## 5. VOCABULARY

aanaal	cuvai	maañkaay
illai	cuRRi	mika
eenenRaal	tecñkaay	vaiļi
kañaiçi	tiriñtoom	vaaļai

kuuṭṭal  
caṇṭai

ṇaṇpan  
puRappaṭu

veṇṭai  
veenṭaam

## 6. GRAMMAR

6.1	neeRRu	....	neeRRu	—	vaṇṭaan
	inRu	....	inRu	—	varukiRaan
	ṇaṇlai	....	ṇaṇlai	—	varuvaan
	muṇṭina ṇaṇ!	....	muṇṭina ṇaṇ!	—	vaṇṭaan

6.1.4 'pookaamal' — It freely varies with 'pookaatu'. Please note the following negative forms.

(a) pookum	—	pookaatu	—	pookaamal
(b) varum	—	varaatu	—	varaamal
(c) uṇṇum	—	uṇṇaatu	—	uṇṇaamal

6.1.6 'puRappaṭṭeen' — The auxiliary verb 'paṭṭu' is sometimes used as a passive marker. In this case it is an active construction and 'paṭṭu' is an auxiliary verb.

- (a) ṇaṇ puliyaik konReen
- (b) ennaal puli kollappaṭṭatu.

Please note here that the active has been changed into passive.  
Active: Subject + Object + Finite Verb

Passive: Instrumental + Subject + Finite Verb + paṭṭatu  
subject of the active will become the instrumental in the passive. The objective form of the active will become the subject of the passive. The finite verb will be converted into a complex one with a gerund and paṭṭatu.

6.2 We have seen the -um construction already. Two subjects can be combined with 'um' and the finite verb is changed suitably for number and gender.

In sentence two the -um occurs in a slightly different pattern.

- S.1 ṇaṇ puRappaṭṭeen
- S.2 ṇaṇpan puRappaṭṭaan
- S.3 ṇaṇnum ṇaṇpanum puRappaṭṭoom

Another combination is

Sentence: ṇaṇ puRappaṭṭeen  
ṇaṇpanum puRappaṭṭaan

The 'um' is added to the subject of the second sentence and the predicate stands unchanged. Such sentences have to be successive.

One can also substitute instead of puRappaṭṭaan the finite verb, any synonym like 'ceerṇṭaan' or 'ceerṇtu koṇṭaan'.

5.1 A conditional verbal participle with 'aal' is not yet noticed by us.

vaṇtu	(Verbal Participle)	vaṇtaal	(Conditioned VP)
kaṇtu	( „ „ )	kaṇtaal	( „ „ )
aayi	( „ „ )	aanaal	( „ „ )
enRu	( „ „ )	enRaal	( „ „ )

So also a conditional gerund is possible with it.

vara	(Gerund)	varin	(Conditioned gerund)
pooka	( „ „ )	pookin	( „ „ „ )

The conditional gerund is used in literary style.

5.3 The form 'kiṭaikka' is the gerund. But the root is kiṭai. Its past form is of set II (2.2.3).

-kkiR-      -tt-      -pp-

Those stems which take the double stop tense suffixes will also have a double stop empty marker before gerund -a and verbal nouns.

E. g.      kiṭaikk - a  
               kiṭaittal  
               kiṭaikkai

The stems of Set II (2. 2. 3. ) will take simply -a, tal, kai

E. g.      ooṭ - a  
               ooṭu - tal  
               ooṭu - kai

7. 3. 'illai' - The negative 'illai' is added after a conjugated noun, noun or verbal noun. The last one is found rarely.

poovatu	illai	-	Conjugated Noun
maram	illai	-	Noun
tərutal	illai	-	Verbal Noun

Another type of negation with illai is by adding it after the gerund

E. g.      vara      illai  
               kaṇṇa      illai  
               pooka      illai

After verbal participles also 'il' with person number gender marker is added.

E. g.            kaṇṭu    --    ilan  
                   vaṇṭu    -    ilaḷ  
                   koṭutta   -    ilatu

The second set used in literary language. In Malayalam this type of negative is frequently used.

E. g.            vaṇṇilla    etc.

Against 'il' which indicates a complete negation an alternate negative base 'al' is also available. This is added chiefly after noun, verbal noun and conjugated noun.

E.g. (a) avan allatu ivan  
       (b) varal allatu iruttal  
       (c) poovatu allatu iruppatu

They take positive or negative verbs. For instance ceyyaan / ceyyaan. Another variety of it occurs even after the finite verb with the interrogative 'aa'.

E.g.    vecṇṭum    allavaa    (10.5)

6.8.1 Note the use of 'een' the interrogative marker. 'een' is an interrogative noun predicate. The subject will be optional 'atu een?' 'een?' It will be similar to 'why' in meaning.

6.8.5 'mika' the gerund which intensifies the meaning of the finite verb.

## Nominative Oblique

F.P.Sing;	ṇaan	en	With first and second person singular and plural the vowels change and shorten in the oblique.
Pl.	ṇaam	em	
	(ṇaāṇkaḷ)	(eṇkaḷ)	

---

S.P.Sing;	ṇii	un
Pl.	ṇiir	um
	ṇiīṇkaḷ	uṇkaḷ

---

T.P.Sing.	avan	avan	In the third person there
	aval	aval	is no change. A few
	atu	atu	nouns will have chan-
Pl.	avar	avar	ged forms in the oblique
	avai	avai	which we will discuss
			later

10.4 'veenṭum' — the negative of which is 'veenṭaam'. Note the the following positive and negative forms.

1. vantaan	vaar	— a — an
2. varukiRaam	vaar	— a — an
3. varuvaan	vaar	— a — an
4. varum	var	— aa — tu
5. veenṭum	veenṭ	— aa — m

In instances 1 to 4 the negative marker 'a' before 'a'. In 5 the negative marker is 'aam'. Though a further division of 'aam' is possible, it will be sufficient for our purpose to take -aam- as a negative suffix. Note also the negative suffix in

vaar-aat-u (Verbal participle)

var-aat-a (Relative participle)

In the two categories the negative marker is 'aat' possibly related to 'arutu' of Malayalam.

## 6.7 Sandhi Rules

Already stated: After case endings k, c, t, p will geminate

ai	k	ai	kk
—kku	+ c	—>	kku cc
—aal	t		aal tt
—il	p		il pp

## LESSON 7

### paatam 7

#### uṭal ṇalam

1. uṭal ṇalam kaṭavuḷ manitanukku (k)koṭuttuḷḷa oru periya celvam.
2. manitar atai (p)paatukaappataRku muyaRci ceyya veenṭum.
3. ceykaikaḷ mitamaaka irunṭaal aarookkiyam cariyaaka irukku.
4. aakaarattil vaiṭṭaminkaḷ ṇiRaiya irunṭaal ṇallatu.
5. aḷavu illaamal tinpavarkaḷ pala camayaṅkaḷi ṇooy vaayppaṭuvaarkaḷ.
6. veenṭum aḷavu tuuṅkaatavarkaḷin aarookkiyam keṭum.
7. kumpakarṇanai (p)poola (y)tuuṅkinaalum uṭal ṇalam keṭum.
8. aarookkiyattai (p)paatukaakku uṭaRpayiRci ceyvatu ṇallatu.
9. uṭaRpayiRciyin pin uṭkoḷḷukinRa aakaaram ṇanRaaka jiiraṇam aakum.
10. aarookkiyamuḷḷa makkaḷ oru ṇaattin celvam aavaar.

### PATTERN

- |          |          |          |          |         |
|----------|----------|----------|----------|---------|
| 1. ammaa | enakku   | koṭutta  | kuṭai    | itu.    |
| appaa    | unakku   | taṇṭa    | peenaa   | atu.    |
| aṇṇan    | maalukku | aḷitta   | pencil   | etu?    |
| akkaaḷ   | ṇiilukku | anuppiya | puttakam | peritu. |
| maaman   | celvikku | vaaṅkiya | kaṇṇaati | ciRitu. |

- |       |            |          |             |            |
|-------|------------|----------|-------------|------------|
| 3.3   | aRiṇar     |          | ṇaatu       | munneeRum  |
| ṇalla | pulavar    | irunṭaal | uur         | ṇalam peR- |
|       | maruttuvar |          | makkaḷṇilai | uyaram     |
|       | aaciriyar  |          | vaḷam       | perukum    |

4.	paṭittavar	aRivu	peRuvaar.
	paṭikkaatavar	aRivu	peRaar.
	eḷutiyavar	veRRi	aṭaiivaar.
	eḷutaatavar	veRRi	aṭaiyaar.
	peeciyavar	paricu	peRuvaar.
	peecaatavar	paricu	peRaar.
	paṇamuḷḷavar	poruḷ	vaaṅkuvaar.
	paṇamillaatavar	poruḷ	vaaṅkaar.

7.		ṇallavan	
		keṭṭavan	
		periyavan	
		ciRiyavan	
		paṇakkaaran	
		tiruṭan	

8.	viṭṭai		iraaman	muyanRaan
	uṭalai	kaakka	kumaran	eṇṇinaan
	ṇilattai	paarkka	ilakkuvan	karutinaan

10.	aRivuḷḷa		kuṭumpattin	
	oḷukkam-	makkaḷ		celvam
	uḷḷa		uurin	cottu
	puttiyuḷḷa		ṇaattin	poruḷ
	ṇalamuḷḷa		ulakaattin	

## EXERCISES

### 1. FILLING UP THE BLANKS

- manitar uṭal ṇallatt ——— k kaakka ———
- kumpakarṇan ——— p poole t tuuṅkak ———
- aarookkiyatt ——— p paatukaakka uṭaRpayiRci cey.
- uṭaRpayiRciyaal uṇav ——— jiiraṇikkalaam.

1. uṭal ṇalam ———.
2. ṇiRaiyat tinpavar ———.
3. ———— ṇooyvaayppaṭuvar.
4. ———— makkaḷ ṇaattin celvam.



### 3. QUESTION AND ANSWER

1. eppootu aarookkiyam cariyaaka irukkam
2. unavil evai irunṭaal ṇallatu? -
3. evar peritum tuuṅkuvaar?
4. jiiraṇam aaka enna ceyya veenṭum?
5. oru ṇaaṭṭin celvam yaar?

### 4. CONFUSED SENTENCES TO BE SET ARIGHT

1. aarookkiyam mitamaaka irunṭaal ceykaikaḷ cariyaaka irukkum.
2. aakaarattil irunṭaal ṇiRaiya ṇallatu vaiṭṭaminkaḷ.
3. keṭum tuuṅkinaal poola kumpakarunaṇai uṭal ṇalam

### 5. WRONG SENTENCES TO BE CORRECTED

1. ṇalla kalvi irunṭaal ṇamakkuk keṭṭatu
2. aakaarattai vaiṭṭaminkaḷ ullana.
3. uṭaRpayiRciyin mun uṇṭaal jiiraṇam aakum.
4. uṭal ṇalam illaa makkaḷ ṇaaṭṭin celvam.

### 6. VOCABULARY

aḷavu	celvam	periya	camayam
uṭkoḷḷum	tinṇvan	poola	vaiṭṭamin
kaṭavul	tuuṅkutaḷ	muyaRci	jiiraṇam
kumpakarṇaṇ	payiRci	aakaaram	
ceykai	pala	aarookkiyam	

### 1. GRAMMAR

1.6 'periya' is also a relative participle but of a different type. Note the following sets.

#### Set I

vaṇṭa  
ceṇRa  
iruṇṭa  
taṇṭa

#### Set II

ṇalla  
ulla  
periya  
ciRiya

In set I the relative participle marker is added to the tense. They are tense verbs as we called them earlier (1.5.4.). In Set II the relative participle is added to the stem directly because they are tenseless verbs or appellatives (1.5.4). Note also similar sets which follow:

Set III	Set IV
varum	ṇalla
cellum	uḷḷa
irukkum	periya
kaaṇum	ciRiya

In set III the relative participle marker is zero when it occurs after ‘-um’ the future marker. In Set IV the relative participle marker as in set II is ‘a’ added to the appellative base.

5. There are atleast three types of concord in a Tamil sentence.

(a) The subject and predicate concord.

For instance the subjects ‘avan’ ‘avaḷ’ ‘altu’ should have a predicate with masculine feminine neuter singular ending respectively except in the case of common verbs.

1. avan vaṇṭaan
2. avaḷ vaṇṭaaḷ
3. atu vaṇṭatu

(b) Tense concord.

1. The conjugated noun with future tense will take a predicate with future tense.

E. g.            tinṇavarkaḷ            paaṭuvaarkaḷ

2. If the time marked is of the past, present or future the tense of the finite predicate should also be of past, present or future respectively. This is shared by all most all languages.

- |           |      |             |
|-----------|------|-------------|
| a) ṇeeRRu | avan | vaṇṭaan.    |
| b) inRu   | avan | varukiRaan. |
| c) ṇaaḷai | avan | varuvaan.   |

(c) If the head noun is singular the numeral modifier should be singular. Similarly for plural. This also is shared by all most all languages.

- E. g. (a) oru paiyan  
 (b) iraṇṭu paiyankaḷ

## 8. SANDHI

The sandhi within a word is called internal sandhi. Between two words the sandhi will be external. Rules of internal and external sandhis will be common.

A few will be varying.

Internal Sandhi:

peri + a > periya

This rule is common to external and internal sandhis.

Sandhi Rule:

1.  $l + \text{Stop} + \text{Stop} > R + \text{Stop}$   
Ext. uṭal + ppayiRci > uṭaRpayiRci  
Int. payil + cci > payiRci.

2. Similar sandhi rule is available for ʃ.

Ext. uʃ + kkoʃʃa > uʃkoʃʃa

Int. keeʃ + ttu > keeʃʃtu

One rule will be sufficient for l and ʃ.

Rule:  $\frac{l}{l} + \text{Stop} + \text{Stop} > \frac{R}{t} + \text{Stop}$

A few rules related to this are as follows:

$t + t > tt$

E.g. keet + tu > keetʃtu

$R + t > RR$

E.g. kal + tt > kaR + tu

kaR + tu > kaRRu

They too can be combined

$\frac{t}{R} + t > \frac{tt}{RR}$

Malayalam uses the preassimilated forms such as

lʃt and ʃʃt

The common cluster patterns of Tamil occurring in the middle of words.

1. Geminates

kk- akkaal

cc- paccal

ʃʃ- caʃʃi

tt- pattu

pp-	appaa
RR-	kaaRRu
yy-	ceyya
ll-	ṇalla
ll-	paḷḷam
vv-	avvai

Only r and l will not geminate.

## 2. Homo-organic and stop clusters

ṅk-	aṅku
ṇc-	paṇcu
ṇṭ-	kaṇṭaan
ṇṭ-	vaṇṭaan
mp-	cempu
nR-	kanRu

## 3. Hetero elemental clusters

yk-	ceyka
yt-	ceykaan
yv-	ceyvaa
rk-	ceerka
rv-	ceervaa
lk-	colka
lc-	(valci)
lv-	celvaan
lk-	kolka
lp-	(kolpa)
lv-	kolvaan
Rk-	kaRka
Rp-	kaRpa
Rc-	kaRcilai
ṭk-	veṭkam
ṭp-	taṭpam
ṭc-	kaṭci

## 4. Three consonant clusters

ykk-	vaaykkaal
ycc-	aaycci
ytt-	poyttii
ypp-	poyppal
rkk-	paarkkum

rcc-	ta arcci
rtt-	ceertteen
rpp-	ceerppeen
lkk-	vaa kkai
lcc-	maki cci
ltt-	vaa ttu
lpp-	taa ppaa

Four consonant clusters are not found in indigenous words.

---

## LESSON 8

### paaṭam 8

#### puttar

1. kapilavastuvil cuttootanan ennum oor aracan aaṇṭu koṇṭi-  
ruṇṭaan.
2. cuttootananukku oru makan piRaṇṭaan.
3. avanukku (p)peyar cittaarttan enRu iṭṭanar.
4. kuḷaṇṭai (p)paruva mutalee cittaarttan putticaali aaka iru-  
ṇṭaan.
5. maṇa (p)paruvam vaṇṭatum avan yacootarai ennum kanni-  
yai maṇam ceytaan.
6. koṇca ṇaaḷ kaḷittu yacootaraikku oru makan piRaṇṭaan.
7. cittaarttan tan makanukku iraakulan enRu peyar iṭṭaan.
8. oru ṇaaḷ cittaarttan ṇakarattai (k)kaaṇa ulaa vaṇṭaan.
9. appootu mika vayataana kiḷavanaiyum piṇattaiyum kaṇṭaan.
10. itai (k)kaṇṭataal cittaarttan manattil ulaka vaalvin miitu  
veRuppu (t)toonRiyatu.
11. ovvoru ṇaaḷum aṇṭa veRuppu vaḷarṇṭu vaḷarṇṭu vaṇṭatu.
12. oru ṇaaḷ iravu cittaarttan manaiviyaiyum makanaiyum  
viṭṭu (t)ṭavam ceyya (p)poonaan.
13. mikunṭa tavam ceyta avanukku (p)pootimarattin aṭiyil  
meelaana ṇaanam piRaṇṭatu.
14. meelaana ṇaanam peRRataal avanukku (p)‘puttar’ ennum  
peyar eeRpaaṭṭatu.
15. pala makkaḷ puttarin vaḷiyai eeRRu (k)koṇṭanar.
16. avanuṭaiya maṇavarkaḷil palar putta matattai (p)paarata-  
ttilum parmaa, iṇṭooṇiinaa, cāiyaam, ciloṇ, ciinaa, tiṭeettu  
mutalaaya ṇaaṭukaḷilum parappinar.
17. paaratattil putta matattai (p)parappiyavarkaḷil mutanmaḷ-  
yaanavar acooka cakkaravaṇṭti aavaar,

## PATTERNS

6.	koñca	gaa		kamalaa	
	cila	maatam		in̄tiRaa	
	pala	aañtu	kañittu	yamunaa	viittukku varuvaa
		mañi		kañkaa	

10.	viittai			penka	
	aRaiyai		piittataal	aan̄ka	atanai
	maatiyai	kañtatam	ottukkōñta-	maanavar	virum-
	kuuñattai		taal	aaciriyar	pinar
	tiññaiyai		eRRukkōñta-		
			taal		

11.	aañum		anpai	
	peññum		ñaṭpai	
ovvoru	maanavanum	ñaa um	irakkattai	va arttu vara
	maanaviyum		o ukkattai	veen̄tum

12.

miinaavukku	kamalaa		koopam	
mallikaavukku	paalaa		ñaṭpu	toonRiyatu
ciilaavukku	veelaa	miitu	mañil̄cci	toonRavillai
ciitaikku	ñiilaa		anpu	

## EXERCISES

## FILL UP THE BLANKS

- putta matattai in̄tiyaavil parappiyatu \_\_\_\_\_ aavaar.
- cañtiranil mutalil iRañkiyatu \_\_\_\_\_ aavaar.
- in̄tiyaavin mutal pirntama mañtiri \_\_\_\_\_ aavaar.
- amerikkaavin talai ñakaram \_\_\_\_\_ aakum.
- keeraḷattin talaiñakaram \_\_\_\_\_ anRu.

## 2) CORRECT THE FOLLOWING

- kiruttuva matattaip parappiyavar camañar aavaar.
- mukammatiya matattaipparappiyatu kañpuciyacu aavaar
- in̄tiyaavil ñaanku talai ñakarañkañil eṭṭup piratama mañtirikaḷ ullānar.

4. keeralattin molī malayaalam anRu. paṇcaapi aakum.
5. tamilṇaattil paayvatu kaṅkai aaRu.

### 3. QUESTION AND ANSWER

1. puttar yaaruṭaiya makanaay eṅku piRaṅtaar?
2. puttarin manaivi makkaḷin peyar enna?
3. ulaavinpootu puttar enna kaṅtaar?
4. atanaal avar enna ceytaar?
5. puttaar ṇaanam peRRatu eṅku?
6. eṅku eṅku puttamatam paravi uḷḷatu?

### 4. COMPLETE THE FOLLOWING WITH A SUITABLE WORD

1. putta matam iṅtiyaavil paraviyatu. eenenRaal .....
2. vimaanattil amerikkaavukkup pooka veeṇṭum.  
eenenRaal.... ..
3. enakku malayaalam piṭikkum. eenenRaal .....
4. caakuṅtalam galla kaaviyam. eenenRaal .....
5. ṇaraciṅkam iraiyanaik konRaar. eenenRaal .....

### 5. VOCABULARY

aracan	parappinaar	mutanmai	ciinaa
aaṇṭu	peruvam	meelaana	cuttootanan
ulakam	peyar	vayatu	caiyaam
ulaa	piṇam	vaḷarṇṭa	tipeettu
eeRppaṭṭatu	piRaṅtatu	veRuppu	parmaa
eeRRukkoḷḷal	maṅkan	acookan	putticaali
kiḷavan	maṇam	iṅtoociinaa	pootimaram
kuḷantai	manaivi	iraakulan	yacootarai
tavam	maanavar	kapilavastu	
toonRiyatu	mikuṅta	cittaarttan	
ṇakaram			

### 6. GRAMMAR

1.3 cuttootanan aracan ---> cuttootanan ennum aracan  
When the two nouns refer to the same referent 'ennum' 'enRa'  
'aakiya' hooks would be added between the two nouns.



(a) cuttootanan	enum	aracan
(b) cuttootanan	enRa	aracan
(c) cuttootanan	aakiya	aracan
(i) acookan	enum	cakkaravartti.
(ii) acookan	enRa	cakkaravartti.
(iii) acookan	aakiya	cakkaravartti.

because the succeeding unit is a noun, enRu, enum and aakiya are all relative participles.

1.6 'aanṭukonṭirunṭaan'. It is past continuous. 'konṭirunṭaan' expresses in general this aspect. Please note

'konṭu irukkiRaan'

'konṭu iruppaan'

indicating present continuous and future continuous.

3.4 Note the use of enRu connecting the following two sentences.

S.1 (avar) peyar cittaarttan

S.2 (avar) iṭṭaar

S.3 (avar) peyar cittaarttan enRu (avar) iṭṭaar.

A slight change of peyar from the subject position of the first sentence to the predicate position of the second sentence is possible.

'cittaarttan enRu peyar iṭṭanar'

In that case the first sentence would be

S. 1 (avar) cittaarttan

S. 2 (avar) peyar iṭṭaar

S. 3 (avar) cittaarttan enRu (avar) peyariṭṭanar

In this case we have a new type of complex predicate having a noun base and a finite verb. Similar examples are:

(1) ulaa vaṇṭaan (8. 5)

(2) kai ceytaan

(3) talai aḷittaan

In both cases 'enRu' serves as a hooker between the two sentences.

4.3 'mutal' — beginning from

The opposite of it is 'kaṭaici' — ending

It is a clitic added to nouns.

5.3 'vaṇṭatum' — 'um' is replaceable by 'uṭan'

vaṇṭatum — vaṇṭavuṭan

poonatum — poonavuṭan

kaṇṭatum — kaṇṭavuṭan

This 'um' is different from the hooker we have already seen because those are not replaceable by 'utan'. Note also 'um' in *vaṇṭatum* occurs after a conjugated verb.

6.1 The opposite of 'koṇca' is 'ṇiRaiya'

7.2 'cittaarttan tan makanukku' When the two words refer to the same referent 'tan' is substituted for the second.

E.g. cittaarttan            cittaarttan            makanukku

The second 'cittaarttan' is to be substituted with 'tan' which will match with cittaarttan in concord. 'tan' has got singularity which will match with 'cittaarttan' which is also singular.

9.4 Note a slightly different use of 'um' in this sentence.

S. 1. kiḷavanai        k        kaṇṭaan

S. 2. piṇattai        k        kaṇṭaan

S. 3. kiḷavanaiyum piṇattaiyum kaṇṭaan.

Successive objective cases can be combined by 'um'. So also other cases; repetitive verbal nouns and conjugated nouns can be combined in this way with the 'um'.

10.2 Note: 'kaṇṭataal' is different from 'kaṇṭaal'. In 'kaṇṭataal' the 'aal' is instrumental because it is added after a conjugated noun 'kaṇṭatu'.

In 'kaṇṭaal' the 'aal' is conditional added to the verb stem + tense marker.

11.1 'oru + oru' will combine into 'ovvoru'.

11.5 When the same verbs are repeated like 'vaḷarṇtu vaḷarṇtu' in order to indicate continuity the 'um' is not used.

15.5 The predicate 'ceRRukkoṇṭanar' is again complex but indicates completive action.

E.g.     kaṇṭu            koṇṭanar  
          ceytu            koṇṭanar

17.4 Comparison is expressed by a Noun + Locative 'il,. A noun indicating the degree like first to last and the verb.

E.g. aracaril meenmaiyaanavar acookan.  
      aracaril kiḷaanavar taim iur.

## LESSON 9

paatam 9

acookan

1. inRaiya paatnaavukku (p)paalaiya kaalatil paataliputtiram enRu peyar iruntatu.
2. anta(p)paataliputtiram acookanutaia talaqakaraay iruntatu
3. pimpicaaranukku (p)pin acookan iraaipaaram vakittaan.
4. acookan totakkattil pala naatukalai (k)kaippaRRi (t)annu-taiya naatutootu ceertukken-taan.
5. kataiciyil acookan tan pataiyai (k)kalinka naattukku anu-ppinaan.
6. iru naatukalukkum itaiyee oru payankara yuttam untaayi-RRu.
7. pooril pala pataikai alintana.
8. pala niraparaatikalum maaintaan.
9. itu kanta acookan irutayam kalanikiRRu.
10. atan payan aaka ini yaarayum kolvatillai enRu avan tiirm-aanittaan.
11. avan putta matattai (t)taluvi cattiyam, akimeai, mutaliya kolkaikalai (p)parappinaan.
12. teecattin ellaa itankalilum avaRRai (k) kalvettukkalil poRittaan
13. pala putta vikaarankalaiyum kaRRuunkalaiyum nirmaani-taan.
14. pukal peRRa acookan ninaivai (k)kuRittu acooka cakkara-ttai nammutaia teeciya (k)kotiyil ceRRu (k)kon-tulloom.

### PATTERNS

- |                 |       |  |                  |
|-----------------|-------|--|------------------|
| 1. cantiranukku | mai   |  |                  |
| vanthiRku       | maa   |  |                  |
| puuviRku        | malar |  | enRu peyar untu. |
| palattiRku      | kani  |  |                  |
| vii-thiRku      | manai |  |                  |

6.		naatukaḷukku				oppaṇṭam		
		pataikaḷukku		iṭaiyil oru		poor		ceRp-
iru		aracarkaḷukku				caṇṭai		aṭṭa-
		mannarkaḷukku				uṭanpaṭikkai		tu.

9.		poorai				manam		
		tiiyai				uḷlam		
		veḷḷattai		kaṇṭa		irutayam		kalaṅkiRRu.
		vaRumai-				kaṇ		
		yai						

10.	aRivin				tonṭu		
	paṇṇin		payan		tiyaakam		ceytal.
	oḷukkattin				utavi		
	anpin				paṇi		

14.			kaaṇṭiyin				koḷvoo
	pukaḷ peRRa		ṇeeruvin		ṇinaivai		kaappoom
			vaḷḷuvarin				pooRRuvoo
			akparin				maRavoom

## EXERCISES

### 1. FILLING UP BLANKS

1. tiruvaṇṭapuram keeraḷattin ——— .
2. paracuraamanukku ——— iraaman avatarittaan.
3. ——— uḷḷa veeḱam ——— varai veenṭum.
4. ceeran pala naatukaḷai ———
5. kuṇṭu viicciḱ pala ṇakaraṅkaḷ ——— .
6. kappal muḷḱiyataal peḷar ——— .

### 2. QUESTION AND ANSWER

1. paṭṭaliḱuttirattin putiya peyar yaatu?
2. acooḱanukku mun yaar aṇṭanar?
3. kaliṅkappaoraal acooḱan aṭaiṇṭa maaRRam yaatu?

4. putta matattai acookan eppai parappinaan?
5. acookan ninaivaaka enna ceytulloom?

### 3. WRONG SENTENCES TO BE CORRECTED

1. katakaḷi vaṅkaalattiRku uriya kalai.
2. akparukkup pin paapar aracaanṭaar,
3. oru mannarukku iṭaikil iru poor ṇaṭaṇṭatu.
4. ṇooyaaliyaik kaṇṭa puttar maḷiṇṭaar.

### 4. CONFUSED SENTENCES TO BE CORRECTED

1. kal vikaaraṅkaḷum putta tuuṅkaḷum toonRina pala.
2. ṇam civappu koṭikil vellai ṇiRaṅkal paccai ullana.
3. aḷiṇṭana paṭyikaḷ pooriḷ pala.
4. matattai acookan putta taḷuvinaan.

### 5. VOCABULARY

alital	koṭi	ninaivu	iraajyam
iṭaiyee	kolvatu	paṭai	irutayam
inRaiya	koḷkai	payan	cattiyam
kaṭaici	talaiṇakaram	poRittaan	tiirmaanittal
kalvetṭu	taḷuvinaan	poor	ṇiraparaati
kalaṅkiRRu	toṭakkam	maṭiṇṭanar	ṇirumaanittal
kaliṅkam	ṇaaṭu	yaar	payaṅkaram
kaRRuṇ		vakittaan	paaṭnaa
kuRittal		akimcai	paaṭaliputtiram
kaippaRRal		acookan	paavam
			pimpicaaran
			yuttam
			vikaaram

### 6. GRAMMAR

- 1.1 'inRaiya', ṇaalaia 'neeRRaiya' are appellative Relative participles. Note 'inRu' changing into 'inRai'

'neeRRu' changing into 'neeRRai'  
which are similar to the oblique forms.

3.2 'pin meaning 'after'. It occurs after a noun in the dative case suffix opposite of it is 'mun'. meel x kiil

6.3 The clitic 'itai' like 'pin' and 'mun' mentioned above means between. The 'um' which occurs after the case suffix -kku is optional in this case. When it occurs it would indicate completiveness. The rule for such an occurrence of 'um' is a

- (a) numeral noun + um :: ṇuuRu + um
- (b) numeral adjective + Noun + um :: ṇuuRu manitar-  
kal um
- (c) collective noun like      anaittu + um  
   ellaar + um

Note also ellaa itaṇkalilum (9.12.3).

14.12 'uḷloom' The subject of uḷloom is noun (First Person).

Note one pattern of combination of first person and second person with other persons and the ending verbs. The rules are (a) First person + Second person subjects will take First person plural predicate. (b) Second person + Third person subjects will take second person plural predicate. If in the subject the first person will be available the predicate will be in the first person. If only the second person is available then the predicate will be in the second person.

Restated the Rules are

- a) F + S > F. pl.
  - b) F + S + T > F. pl.
  - c) S + T > S. pl.
-

## LESSON 10

paaṭam 10

irayilvee ṇilayam

1. liilaa: appaa, inRu ṇaayiRRu (k) kiḷamai allavaa?  
ṇaam irayilvee ṣṭeesanukku (p) poovoom
2. appaa: cari, poovoom.
3. liilaa: ettanai maṇikku (p) poovoom?
4. appaa: ṇaalu maṇikku mataraasu meyiḷ varum, appootu poovoom.
5. liilaa: ṇaam ṭaaksiyiḷ taanee pookiRoom?
6. appaa: ṭaaksiyiḷ etaRku? paṣṣil poovoom. ippootu muun-Rarai maṇi aakaiyaal paṣṣukku ṇeeram aayiRRu.
7. appaa: itu irayilvee ṣṭeesan.
8. liilaa: oohoo! evvaḷavu periya kaṭṭiṭam! ṇaam uḷḷee poovoom
9. appaa: piḷaaṭpaaram ṭikkaṭṭu vaaṇkikkonṭu pookalaam.
10. liilaa: etaRku ṭikkaṭṭu vaaṇkaveṇṭum? ṇaam eṇkum poovatillaiyee.
11. appaa: illai. atu vaaṇkaamal piḷaaṭpaamil pooka (k) kuṭ-aatu ṇaan ṭikkaṭṭu vaṇka (p) pookiReen.  
xxx                      xxx                      xxx                      xxx
12. liilaa: appaa! irayil itu varai een varavillai?
13. appaa: paar! siknaḷ koṭuttaayiRRu. irayil aṇṭu miniṭṭil uḷḷee vaṇṭu viṭum.
14. liilaa: aṇṭee maṇi aṭippatu etaRku?
15. appaa: atu irayil varuvataRku aṭaiyaalam. atu taan elloorum tayaaraay ṇiRkinRanar.
16. liilaa: atoo irayil varukiRatu.
17. appaa: ṇaam pakkattiḷ poovoom. vaa

## PATTERNS

1.           |   ñāayiRRukki|amai |  
               |   tiñkaṭki|ami   \* |  
               |   ceṽṽaayk|amai |  
 inRu   |   putanki|amai       |           allavaa?  
           |   viyaa|akki|amai       |           taanaa?  
           |   ve|likki|amai       |  
           |   canikki|amai       |
3.   ñiñka| |                               | kalluurikku | pooka |  
      avarka| | ettanai maṇikku   | viṭṭukku   | cella   | veenṭ-  
      taaṅka| |                               | paḷḷikku   |           | um?
10.           |   inRu taan vaṇṭiirkaḷaa ?  
      ñiñka| |   cennaiyiliruṇṭutaan varukiRiirkaḷaa ?  
      taaṅka| |   aaṅkilattil taan peccuviirkaḷaa ?  
               |   taniyaakattaan irukkiRiirkaḷaa ?
11.   paṇam   |                               | irayilil   |           |  
      kaacu   |   koṭukkaamal   | pṛssil   | pooka   | muṭiy-  
      ruupaay   |   taraamal   | vaṇṭiyil   | cella   | aatu.  
      paicaa   |                               | ṭaaksiyil   |           |

## EXERCISES

## 1. FILL UP THE BLANKS

1. inRu canikki|amai —————.
2. ṇaam inRu maalai eṅku poov —————,
3. paṇam illaataapootu ————vimaanattil pooka veenṭaam
4. ippootu aiṇ ———— maṇi —————.
5. irayilukku ————— aayiRRu.

## 2. CORRECT THE MISTAKES

1. kaṇṭṭiji ivvaḷavu periya manitar?
2. kappalil eeRi ṇilattaik kaṭakkalaam,



3.  $\eta$ i etaRkuc ciittu vaankuvom?
4. ciittu vaankaamal irayilil pookalam.
5.  $\eta$ aam cinimaavukkup pookiReen.

### 3. CONFUSED SENTENCES TO BE SET ARIGHT

1. tiruvananthapuram vaṇṭi itu een varavillai varai ?
2. oru avan viṭṭiRku maṇikkul varuvaan.
3. kampattil kaṭṭuvatu  $\eta$ aam etaRku koṭiyai ?
4. meekam kariya vaṇṭataRku aṭaiyaalam maḷai.
5. yaanaikku pooka enakku arukil payam.

### 4. SELECTED VOCABULARY.

aṭippatu	elloorum	tayaar	matarasu
aṭaiyaalam	evvaḷavu	ṭaaksi	miniṭṭu
atoo	enRum	ṭikkattū	meyil
allavaa	oohoo	$\eta$ iRkinRaar	muṭiyaatu
aayiRRu	kaṭṭiṭam	$\eta$ eeram	liilaa
irayilvee	cari	pakkam	varai
illai	siknal	passu	viṭum
ettanai	ṣṭeesan	piḷaṭpaaram	
etaRku	$\eta$ aayiRRuk-	maṇi	
	kiḷamai		

### 5. GRAMMAR

1.5 'allavaa' is an alternate negative with an interrogative marker. The appropriate answer for this is 'yes' or 'no'. Another type of alternate negative question occurs in between two nouns.

E.g. iraaman allavaa ivar ?

In this sentence 'allavaa' can be translated as 'Is he not iraaman?' eliciting 'yes' or 'no' answer.

2.1 'cari', 'aakattum', 'um' and even 'paarppoom' will indicate in conversation acceptance of the view points of the others.

5.3 'ṭaaksiyil taanee' here 'taan' confirms the travel in the taxi. The 'ee' is a question marker. Two types of 'ee,s are already noted by us.

- 1) confirmative + Noun
- 2) interrogative

Sometimes indicating doer.

8.1 'ooho!' is an exclamation often used in suspicion admiration and also with other meanings depending on the intonation of the speaker.

11.6 The complex verb 'pookakkuuṭaatu' has the subject 'ṇaam' which is understood. Note the following sentences.

ṇaam	—	pooka	veeṇum
		pooka	veeṇṭaam
		pooka	muṭiyum
		pooka	muṭiyaatu
		pooka k	kuuṭum
		pooka k	kuuṭaatu

It is the negative which falls with the 'ceyyum' type.

12.1 In the conversation some verbs are used to draw the attention of the hearer.

## 6. PRONUNCIATION

1.3 'kiḷamai' while pronouncing 'kiḷamai' the Malayalis should note that 'ai' will end words in Tamil as in 'kai' in Malayalam.

9.1 piḷaaṭpaaram (Platform). In foreign word p represents the labio-dental voiceless fricative 'f' also, as in platform.

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## LESSON 11

### paaṭam 11

kalluuri aaṇṭu viḷaa

1. sureeṣ: rameeṣ, neeRRu uṅkaluṭaiya kalluuri aaṇṭu viḷaa allavaa? ennavellaam visceṣam ṇaṭaipeRRatu?
2. rameeṣ: aamaam. neeRRu (t)taan ṇaṭaṇṭatu. miḱa ṇanRaaka iruṇṭatu. ciRappu viruṇṭinaraaka (k)kalvi amaiccar vaṇṭiruṇṭaar. avar ṇanRaaka (p)peecinaar. mukkiyamaaka maanavarkaḷ araciyaḷil iruṇṭu viḷaki ṇiRka veenṭum enRu avar upateecittaar. kuṇṭṭattiRku (k)kalluuri (p)pirincipaal talamai vakittaar.
3. sureeṣ: kalai ṇikaḷccikaḷ onṬum irukkavillaiyaa?
4. rameeṣ: iruṇṭatu. kamalaa teeṇiyin parata ṇaaṭṭiyam miḱa ṇanRaay iruṇṭatu. kalluuri maanavarkaḷuṭaiya kuḷuppaṭal ṇanRaay illai. aanaal, ciitaiyin karnaṭṭaka icai elloorkkum piṭṭiruṇṭatu. ṇaṭṭakattiḷ talaivanaaka ṇaṭṭitta mookanukku (p)pirincipaal paricu koḷuttaar. potuvaaka ṇikaḷccikaḷ ṇanRaaka iruṇṭana. elloorum tirumpiya pootu iravu maṇi muunRu aayiRRu. ippootu enakku (t)tuukkam varukiRatu. ṇaan pookaṭṭumaa? vaṇakkam.
5. sureeṣ: vaṇakkam.

### PATTERN

- |                   |  |             |  |              |
|-------------------|--|-------------|--|--------------|
| 1. neeRRu         |  | kaariyaṅkaḷ |  | ṇaṭaṇṭana?   |
| poona canianRu    |  | ennavellaam |  | cayalkaḷ     |
| poona veeḷḷiyanRu |  | viḷaakkal   |  | muṭṭinaṭana? |

2.	pillaikaḷ	poyyarkaḷitamiruntu	
	maanavarkaḷ	tiruṭarkaḷitamiruntu	
mukkiyamaaka	talaivarkaḷ	vaṇcakariṭamiruntu	vilaka
	ciRuvarkaḷ	coompeerikaḷi-	veenṭum
		amiruntu	

3.	iṭṭali	piṭikkaatu		toocai	piṭikkum	
	kaappi	veenṭaam	aanaal	teenṭiir	veenṭum	
iṇṭa	kuḷa-	ṇaṇRaay	aṇṭa	paaya-	ṇaṇRaay	ullatu
	mpu	illai		cam	ṇallatu	
	kaay	keṭṭatu		paḷam		

4.			onRu	
			iraṇṭu	
			muunRu	
			ṇaanku	
	muṭiṇṭa	pootu maṇi	aiṇṭu	aayviṭṭatu
ellaam	tiirṇṭa		aaRu	
			eelḷu	
			eṭṭu	
			onpatu	
			pattu	

## EXERCISES

## 1. FILLING UP THE BLANKS

1. ṇecRRu eṇkaḷ viṭṭil ——— viseeṣaṇkaḷ ṇaṭaṇṭana.
2. eecutaacin paṭṭu ——— irukkum.
3. ——— ṇiṇkaḷ teervukku vara ———.
4. avarkaḷ viṭṭil kaappi ——— koṭukka ——— ?
5. ṇaṭṭakam ——— irukka ṇalla ——— veenṭum.

## 2. TRANSLATE THE FOLLOWING INTO TAMIL

1. This is a pen.
2. That is a table.
3. I will go there.
4. Sita may come to-day.

5. He is going to Bombay.
6. She is Rama's mother.
7. He will come to-morrow.
8. Father gave an umbrella.
9. Asoka was a great emperor.
10. There is a teacher in the class.

### 3. CORRECT THE MISTAKES

1. aṇṭa ṇaṭakam cuvaiyaaka iruṇṭana.
2. mutal amaicar paricukku paalanai koṭuttaar.
3. ṇeeRRu elloorum tirumpumpootu ṇeeram aākum.
4. ippootu avanukku paci vaṇṭatu.
5. unakku vaṇakkam kuuRat terivaar.

### 4. CONFUSED SENTENCES TO BE SET ARIGHT

1. talamai ṇeeRRu mutalvar vakittaar viḷaavukku.
2. kuḷu ṇanRaaka kalluuri maṇavarkalin illappaatṭu.
3. talaivan ṇaṭakattiḷ aaka mookan ṇaṭittaṇ.
4. iruṇṭana potuvaaka ṇanRaaka ṇikaḷccikaḷ.

### 5. SELECTED VOCABULARY

araciyal	kuḷuppaatḷ	ṇaṭittal	paratam
icai	kuṭṭam	ṇaṭaipeRRana	piṭittal
ennavellaam	ciRappu	ṇaṭṭiyam	mukkiyam
kamalaṭeevi	cuvai	ṇaṭakam	mookan
karnṇaṭakam	talaivan	ṇikaḷcci	rameeṣ
kalai	tirumpal	ṇiRka	viseeṣam
kalvi	tuukkam	ṇeeRRu	sureeṣ

### GRAMMAR

1.8 'cnnavellaam' — ellaam is a collective noun. Normally it has concord relationship with the object it covers.

avarkaḷ	ellaarum
avai	ellaamum

The 'enna' before is an interrogative, meaning 'what'.

avai	—	evai	} ———>	enna
atu	—	etu		
avan	—	evan	} ——>	yaar
aval	—	eval		
avar	—	evar		

2.1 'aam' indicates one's agreement with the hearer. When it is duplicated it confirms the agreement.

3. Indicator of totality 'um' added after a numeral base or collective base will give a meaning of totality or entirety.

onRum irukkavillai

onRu + um = even one

Note also the contrast.

S.1 muunRu vaṇṭana

S.2 muunRum vaṇṭana

In the first, out of several, three came

In the second, all the three came.

Note 4.16 elloorkkum when 'um' occurs after the collective noun 'elloor' and dative case -kk-

4.45 'pookalaamaa' is a complex verb indicating permissiveness or desire

pookaṭṭum — let me go

pookaṭṭumaa — shall I go

Note also the complex form 'koṭuttaayiRRu' which means that action is complete (10.13)

### CULTURAL NOTE:

When the people meet it is normal to greet each other with the word 'vaṇakkam'.

'namaskaaram' is common among Brahmins.

'kumpiṭukiReen' is common in the low class dialects.

(Low class is a technical term in Linguistics)

## LESSON 12

### paatam 12

yaanai kuuRum tan varalaaRu

1. naan oru caataaraṇa vilaṅku.
2. ennuṭaiya tan varalaaRaaka (c) colla onRumee illai.
3. tan varalaaRu elutum paḷakkam uḷḷavar periyoorce.
4. en periya uṭaḷ tavira veeRu perumai onRum illai.
5. aayinum periya uṭaḷ maṭṭumee uḷḷa aaṭkaḷ taṅkaḷuṭaiya tan-varalaaRRai elutiyatai (k) kaṇṭa pootu enakkum een elutakkuuṭaatu enRu toonRiRRu.
6. naan piRaṇṭatum kaatṭilee.
7. vaḷaṇṭatum kaatṭilee.
8. aanaal vanattin peyar enakku ṇinaivillai.
9. pala periya aaṭkaḷum taṅkaḷuṭaiya piRaṇṭa iṭattaiyum cuRRattaaraiyum maRappatillaiyaa?
10. en ilamaiyil naan virumpiyatu ellaam kiṭaittatu.
11. anRu evvaḷavu cukamaay iruṇṭatu!
12. impootu eṅkee inpam?
13. yaaroo ennaippiṭittu iṅkee koṇṭu vaṇṭaarkaḷ.
14. anRumutal ennuṭaiya ellaa urimaiyum pooyviṭṭatu.
15. ippootu en kaḷuttil oru kayiRu irukkiRatu.
16. ippaṭi aṭimai aavatu en viti pōolum.
17. oruvan maRRoruvanūṭaiya kaḷuttil kayiRu iṭa muyaRci ceykiRaen.
18. ippootu kaṭṭil kiṭaṇṭu tunṇa (p) paṭukiReen.
19. teyvattai (p) piraarttanai ceyvatu allaamal veeRu upaayam illai.
20. puraatana kaalattil kajeṇṭiranukku mooṭcam kiṭaittatu.
21. atu pōola enakkum mooṭcam kiṭaikkalaam.

## PATTERN

3	vilaiyaatum		jappanil		unthu
	paaatum		palakkam		intiyaavil
	peecum				paakistaanil
	natakkum				areepiyaavil
					kuRaivu

5		poycolla				enakku	
		paaam paikka				avanukku	
een		katai keetka		kuutaatu ena		avalukku	
		cinimaavukku-					
		ppooka				palarukku	
		vimaanattil					
		paRakka					

11,12		inpam				onRum	
		tunpam				etuvum	
appootu evvalavoo		makilcci		ippootu		ciRitum	
		kalakkam				caRRum	
						illai	

19	kaavulai		nampuvatu				veeRu	
	allaavai		toluvatu		allaamal		piRa	
	eeuvai		vanaankuvatu				maRRa	
	civanai		piraarttippatu					
								illai

## EXERCISES

## 1. FILLING UP THE BLANKS

1. kavitai paippatu ——— inpam!
2. tiyai ——— veyil cutukiRatu.
3. ——— kaalattil toolaatai anintiruntanar.
4. ——— ——— pallikku nii varukiRaay.

## 2. QUESTION AND ANSWER

1. muunRu vilanukaalin peyaraik kuuRuka.
2. ninaika piRantu valarnta inka evai?



3. yaanaiyin kaḷuttil uḷḷa kayiRu etaik kaaṭṭukiRatu?
4. kaṭavulaḷai een vanaṅkukiRoom?
5. yaaruṭaiya tanvaralaaRRaip paṭittirukkiRiirkaḷ?

### 3. CORRECT THE MISTAKES

1. ennai tanvaralaaRu tunpam tarum.
2. periya uḷḷa tavira veeRu perumai unṭu.
3. naan piRaṅṭatum kaaṭṭiḷukku.
4. iḷamaiyil virumpiyatu onRu kiṭaittatu.

### 4. CONFUSED SENTENCES TO BE SET ARIGHT

1. anRu cukamaay irunṭatu avvaḷavee!
2. anRu en mutal ellaa pooyviṭṭatu urimaiyum.
3. en kaḷuttil kayiRu irukkiRatu ippootu oru.
4. ippootu kiṭaṇṭu tunpappaṭukiReen kaṭṭil.

### 5. SELECTED VOCABULARY

aaayiram	kaaṭu	teyvam	mutal
iḷamai	kiṭaittatu	toonRiRRu	mooṭcam
uḷḷa	kuuṭaatu	paḷakkam	yaanai
upaayam	cukam	piṭittu	vaḷaṅṭatu
urimai	cuRRam	piraarttanai	vanam
kayiRu	takuti	puraatanam	viti
kaḷuttu	tavira	perumai	veeRu
kajeṅṭiran	tanvaalaaRu	maṭṭum	

## GRAMMAR

- 4.5.6 Please note the construction 'veeRu perumai'. The 'veeRu' occupies a position normally occupied by relative participles.

E. g. ṇalla perumai

But 'veeRu perumai' is slightly different from 'ṇalla perumai' when they are expanded.

E.g. perumai ṇallatu —> ṇalla perumai  
 perumai veeRu uḷḷatu —> veeRu uḷḷa perumai  
 veeRu perumai

Here the 'uḷḷa' is also deleted. This difference has to be noted. 'uḷḷa' or 'aakiya' occurs as the previous unit.

i.e. 'veeRu' should be the finite verb form. Please note:  
ṇallatu perumai <— ṇallatu aakiya perumai

But 'ṇalla aakiya perumai' is not possible. 'ṇalla' is here a relative participle form. 'veeRu' can end in sentences.

E. g. 'perumai veeRu'. So also the following sentences.

veeRu uḷḷa perumai

veeRu perumai

- 5.1. 'aayinum' is a hooker of the sentences with the following general rules. If sentence 1 is a negative by marking or by meaning sentence 2 will have a verb stem in the positive. If sentence 1 is a positive sentence 2 will be negative by marking.

Alignment of opposite sentences

Negative

Positive

avan maRuttaan			
		aayinum	
avan taṭuttaan		eninum	manaivi cenRaa!
avan katavu aṭaittaan		(maRuttaalum)	
avan anumattikkavillai			

Positive

Negative

avan anumati koṭuttaan		aayinum	
avan icaṇṭtaan		eninum	manaivi poo-
avan katavu tiRaṇṭtaan		(koṭuttaalum)	kavillai
avan vaḷi kaṭṭṭinaan			

NOTE: The simultaneous -um occurring after finite verb varum and the numeral -um are two different categories.

E.g. vaṇṭtaalum varaaviṭṭtaalum itu ṇaṭakkum.

- 11.2 Please note the use of 'evvaḷavu'. Though the form is interrogative in certain contexts, here it means completeness entirety, totality etc. as distinct from the interrogative meaning 'what measure', 'what type' etc. The intonation will be different in the case of totality.
- 16.1 'ippaṭi' as against 'appaṭi' and 'eppaṭi' means 'thus', 'similarly' and 'in this manner'.

- 16.6 The 'poolum' is finite verb which indicates uncertainty probability and likelihood.
- 21.2 (atu)'poola' is different from the 'poolum' which we discussed above. 'poola' is a gerund which expresses similarity.
- 21.5 'kiṭaikkalaam' indicates the possibility. It is a complex verb consisting of a verbal noun + 'aam'. Similar is 'paarkkal-aam'.
-

## LESSON 13

taaj makaal

1. taaj makaal ulakattilee aticayankaḷil onRu.
2. itu aakraavil ullatu.
3. atanuṭaiya alaku ulakappukaḷ peRRatu.
4. itu mukalaaya cakkaravartti saajakaan kaṭṭiyatu.
5. tannuṭaiya piriyaamaana pattini muntaajin ninaivaaka itaik kaṭṭinaan.
6. taaj makaal yamunai natikkaraiyil ullatu.
7. aakraa (k)kooṭṭaiyiliruntu paarttaal taajmakaal yamunai aaRRin maRu karaiyil ullāṭoo enRu toonRum
8. kooṭṭaiyil oru tanitta iṭattiliruntu oru tuḷaiyin valiyaaka ṇaalam taaj makaalai (k)kaanuvatai saajakaan vaḷakka-  
maaka meeRkonṭiruntaan.
9. taaj muḷuvatum paḷiṅku konṭu kaṭṭappaṭṭullatu.
10. atanaal veṇṇilavil taaj makaal mika alaaka (t)toonRum.
11. kaṭṭitam mika (p)periyatu anRu.
12. aayinum atu muḷuvatum ciRpa velaikaalum pala niRam-  
ṭaiya vilai uyarṇta kaRkaḷ ilaitta alankaaramum uṭaiyatu.
13. taaj makaalin ullē saajakaan muntaaj aakiyoorin kallaRai  
ullana.
14. ulakattilulla ellaa ṇaṭṭu yaattiriikarkaalum taaj makaalai  
(k)kaana varukiRaarkaḷ.
15. ovvoruvarum tam vaalṇaḷil orumuRaiyaavatu itai (k)kaana  
veeṇṭum.

## PATTERNS

5.	taṇṭaiyin		nuulakam
	taayin	ninaivaaka	inṭa
ṇam	talaivarin	āapaka-	aṇṭa
	aRiṇarin	maaka	manRam
			Ratu

7. tirucci | | paarttaal | vayal |  
 ceñci | kooṭṭaiyil | kaṇṭaal | maram | ellaam  
 tiṇṭukkal | ṇinRu | ṇookki- | malai | teriyum  
 paalakkaatu | | naal | coolai |

8. katavin | | viiṭṭiRku | kaaRRu |  
 cannalin | valiyaaka | aRaikku | veliccam | varuki-  
 palakaṇi | | taalvaaratttil | maṇam | Ratu  
 itaiveḷi | | meetaiyil | ṇaaRRam |

12. | koṭiya | puliyum | periya | ciṅkamum |  
 kaaṭci caa- | alaṭiya | mayilum | ciRiya | mainaavum | ullana  
 laiyl | ṇalla | kuyilum | meliṇṭa | kiḷiyum |

## EXERCISES

### 1. ANSWER THE FOLLOWING QUESTIONS

1. ulakin aticayaṅkaḷ ettanai ?
2. taaj makaalai yaar kaṭṭinaarkaḷ?
3. yaar ṇinaivaakat taaj makaal kaṭṭappaṭṭatu?
4. taaj makaal eṇṭa aaRRin karaiyil ullatu?
5. saajakaan taaj makaalai etan vaayilaakap paarppatu valakkam?
6. taaj makaal mikap periya kaṭṭitamaa?
7. taaj makaalai eppaṭik kaṭṭiyullana?
8. eppoottu paarttaal taaj makaal alaṭaaka irukkum?
9. taaj makaalinuḷ evai ullana?
10. keeraḷattil ovvoruvarum kaṇṇaveṇṇiyavai enRu kuuRuka

### 2. CORRECT THE MISTAKES

1. taaj makaal saajakaanaik kaṭṭinaar.
2. yamunai karaiyuṭaiya taaj makaal alaṭaanatu.
3. kooṭṭaikkut tuḷai valiyaakap paarttaal atu teriyum.
4. veṇṇilaavukku taaj makaal mika alaṭaay irukkum.
5. taaj makaalinmeel kallaRaikaḷ ullatu.

### 3. CONFUSED SENTENCES TO BE SET ARIGHT

1. kooṭṭaiyaik kaṭṭinavan tippu paalakkaattu colvar enRu.
2. meeRku kallikkōṭṭai kaṭaRkarayil uḷḷatu.
3. aalvaay anRu alaṭaay civaaraattiri irukkum.
4. yaanaikaḷaiyum puurattiḷ vaana veṭṭikkaikaḷaiyum paarukkalaam tiruccuur.
5. paracuraamar irukkiRaar kooviḷuḷ tiruvallam.

### 4. SELECTED VOCABULARY

aticayam	karai	taaj makaal	mumtaaj	saaja-
alaṇkaaram	kal	tulai	yamunai	kaan
aakraa	kallaRai	ṇaattu	yaattiriikarkaḷ	
aakiyoor	kooṭṭai	paḷiṇku	vaḷakkam	
iḷaittal	ciRpam	maRu	vilai	
ovvoruvar	tanitta	mukalaayar	veṇṇilavu	

### 5. GRAMMAR

- 1.3 'ulakattile' 'ee' is colloquial as indicated earlier (12.6.3)  
So also in uḷ (13.13.2). It will become uḷlee.

12.4 'ciRpam' in sandhi is from cil + ppa The early form is retained in Malayalam. The changed form as indicated above is retained in Tamil.

- 14.8 Note 'varukiRaarkaḷ' will have a free variant form 'varukinRaar' which is already explained.

It has two restrictions of which one has been pointed out already.

i.e. 'kaḷ' cannot be added after varukinRanar.

The second restriction is after 'kiRu' the 'anar' form is not possible.

i.e. \*'varukiRanar' is not possible. So also

\*'varuṇinRanarkaḷ' is not possible.

#### 15.1 Sandhi Rule

$$\begin{array}{lcl} & o + oru & > ovoru > ovvoru \\ \text{Rule (1)} & \left. \begin{array}{l} o \\ oo \\ u \\ uu \end{array} \right\} + V & > \left. \begin{array}{l} o \\ oo \\ u \\ uu \end{array} \right\} v + V \end{array}$$

$$\text{Rule (2)} \left. \begin{array}{l} (c) v + cu \\ (c) vc + v \end{array} \right\} > \left\{ \begin{array}{l} (c) v ccv \\ (c) vcc v \end{array} \right\}$$

## LESSON 14

### inpaccelavu

1. naaṅkaḷ elloorum oru naaḷ kanniyakumaryai (k) kaṇṇa veenṭumenRu tiirmaaittoom.
2. kaalaiyil oru tani passil naaṅkaḷ puRappatṭoom.
3. cilar paaṭṭu (p) paaṭikkonṭiruntanar.
4. cilar kai taṭṭikkonṭiruntanar.
5. veeRu cilar iyaRkaiyin aḷakai (p) paarttu (k) konṭiruntanar.
6. naakarkoovilukku (c) cenRapootu kaapi kuṭittoom.
7. kanniyaakumaari cenRapootu mani pattaayiRRu.

xxx

xxx

xxx

xxx

8. passiliruntu iRaṅkiyatam uṭanee naaṅkaḷ kaṇṭi maṇṭapam kaṇṇapponoom.
9. aṅkee iruntu paraṇṭa camuttirattai (k) kaṇṭu aanṇittitoom.
10. eṅkaḷuṭaiya valatu pakkam arapikkaṭal; iṭatupakkam vaṅka-aḷa virikuṭaa (k) kaṭal; munnar iṇṭu makaa camuttiram.
11. enna aRputamaana kaatci!
12. pinnar naaṅkaḷ kanniyaakumari teeṇiyin taricanattiRku (p) poonom.
13. aḷakaana aṇṭa (c) cilaiyai (k) kaṇṭu eṅkaḷuṭaiya uḷḷattil pakti ṇiRaṇṭatu.
14. appootu panniRaṇṭu maṇi aayiRRu.
15. naaṅkaḷ uṇavu viṭutiyl pooy uṇṭoom.
16. cooRu mika naaRay iruṇṭatu.
17. cilar vaalaippaḷamum tooṇaiyum cappiṭṭanar.

xxx

xxx

xxx

xxx

18. maalaiyil naaṅkaḷ viveekaanaṇṭar paaRaiyai (k) kaṇṇa (p)paṭakil poonom.
19. atan ciRpa (p) kalaiyai (k)kaṇṭu aticayittoom.
20. aṅkiruntu tirumpi varumpootu katiravan maRaiyum ṇeram aayiRRu.

21. atai (k)kaanumpootu mikavum inpamaaka iruntatu.  
 22. tirumpi (p)poonapootu enkaḷutaiya manatil kanniyaakuma-  
 riyin kaatcikal niRaiṇtu ninRana.

## PATTERNS

8. talaivaraikkaṇṭatum | | vaṇakkam ceytanar  
 koovilaip paarttatum | | maalai poṭṭanar  
 kaviṇarai enṇiyatum | uṇanee | kai eṭuttuk kumpiṭṭanar  
 naaṭṭai ninaittatum | | talai taaḷṇtu toḷutanar

10. enkaḷ kaarukku | | kaṭal | | malai  
 uṇkaḷ viiṭṭukku | valatu | tennai | iṭatu | nelli  
 avarkaḷ maaliikaikku | pakkam | paatai | pakkam | meetu  
 taṇkaḷ koovilukku | | vaay- | | kunRu  
 | kkaal |

18. kollattiRku | | kaaril | |  
 ponmuṭikku | | vaṇṭiyil | |  
 muuṇaaRukku | pooka | taaksiyil | cenRoom  
 piirimeeṭṭiRku | | caikkiḷil | |

## EXERCISES

### 1. ANSWER THE QUESTIONS

1. kanniyaakumari pookumpootu passil enna ceytanar ?
2. kaapi enku kuṭittanar ?
3. kanniyaakumariyil mutanmutalaaka eṭaippaarttanar ?
4. kumariyil uḷḷa muunRu kaṭalkaḷ evai ?
5. teeviyaip paartta pootu enna uṇṭaayiRRu ?
6. eiku uṇavu uṇṭanar ?
7. eppootu viveekaananṭar paaRaikkup pooyinar ?
8. katiravan maRaivu eppaṭi iruntatu ?



9. tirumpiyapootu manatil niRainṭatu etu ?
10. inpaccelavu cella niinṭaḷ virumpukiRiirkaḷaa ?

## 2. FILL UP THE BLANKS

1. viiṭṭukkuc cenRa ——— maṇi eṭṭu irukkum.
2. aṅku ——— ellaa k kaatṭicakaḷum kaṇṭoom.
3. ——— tunpam niRainṭa ulakam itu ?
4. cookam ——— aṇṭak kataiyaippatittaal kaṇṇiir varum.
5. atuvum ——— aḷakaaka iruṇṭatu.

## 3. CORRECT THE MISTAKES

1. naaṅkaḷ oru naatṭaḷ celattiRkuppooṇoom.
2. celam cenRapootu pattu maṇikaḷ aayina.
3. uṭanee maamaa viiṭṭaal paarttoom.
4. avar evvaḷavu periya viiṭṭaay iruṇṭatu.
5. naaṅkaḷ viiṭṭil cenRu uṇṭaar.
6. cilar tooṭai caappiṭṭaan.
7. maalaiyil kalluuriyil poonoom.
8. aaṇṭu viḷaa aḷakaaka iruṇṭana.
9. neeRRaiya naatṭakam naṇRaaka irukkum.
10. pinnar maamaavin viiṭu tirumpiyatu.

## 4. CONFUSED SENTENCES TO BE SET ARIGHT

1. cilar cilar paatṭu taṭṭinar kai paatṭinar.
2. kaapi cenRa pootu naakarkoovil kuṭṭittanar elloorum.
3. kaṭalai pootu aḷakaana inpam toonRiRRu paartta.
4. cooRu iruṇṭatu naṇRaay mika.
5. mika atu inpam yaavarum collinar enRu.

## 5. SELECTED VOCABULARY

arapikkaṭal	tooṭai
aRputam	naṇRu
iṇṭumakaa camuttiram	naakarkoovil
iyaRkai	niRainṭatu
uṇṭavu viṭuṭi	pakkam

katiravan	pakti
kanniyaakumari	paṭaku
kaapi	paraṇṭa
kuṭittoom	paatṭu
kaitaṭṭal	paaRai
camuttiram	maṇṭapam
cilai	maRaivu
taricanam	vaṅkaala viriku-
teevi	ṭaak kaṭal
	viveekaananṭar

## GRAMMAR

1. 2 'elloorum' is a collective noun. Similarly 'anāivarum' is a free variant in this context. 'ṇaṇkaḷ attanai peerum' is also possible. For neuter nouns the collective pronoun is 'ellaam', 'muḷuvatum' and 'anaittum'.

11. 'enna aRputamaana 'kaatci' The sentence is not an interrogative sentence. Though it has 'enna' which is an interrogative pronoun. Question sentences are indicated.

(1) by the interrogative marker and

(2) by the rising intonation towards the end of the sentence.

Without intonation an interrogative will mean a statement sentence especially of wonder, assertion etc. If a question will have a pitch pattern of 2, 3 steep rise will occur in the final word of the sentence. If it is a non-interrogative sentence the final word will have a pitch pattern of 3, 1 fall. Any statement sentence even without an interrogative pronoun will become a question if it has an interrogative pitch pattern. Any interrogative sentence with an interrogative pronoun will become a statement sentence if it has a pitch pattern of the statement sentence i. e., 3, 1 fall. This is an important point to be noted.

## LESSON 15

### ciṅkamum muyalum

1. oru kaattil oru ciṅkam vacittu vaṇṭatu.
2. atu ṇaḷum viruppam poola uyirkaḷai (k)konRu koṇṭiruṇṭatu.
3. itu kaaraṇamaaka ellaa vilaṅkukaḷum peritum payappaṭṭana.
4. enna ceyyalaam enRu elloorum ciṅtittanar.
5. oru ṇaḷ avarkaḷ kuuṭi oru upaayam kaṇṭupiṭittanar.
6. avar elloorum ciṅkattiṭam aṇṇuki“iṇṇanam ṇaḷum uyirkaḷai (k) kolla veenṭaam.
7. ṇaalum ovvoru vilaṅkaay uṇaviRkaaka vara (c)ceyvooṃ” enRu kuuRina.
8. iṇṭa eeRpaattai (c)ciṅkam aṅkiikarittatu.
9. ammuRaiyil ovvoru ṇaḷum ovvoru vilaṅku vaṇṭatu.
10. koṇca ṇaḷ kaḷittu oru muyalin muRai vaṇṭatu.
11. muyal iṇṇanam aaloocikka (t)toṭaṅkiyatu.
12. “ṇaan etaRkaaka ṇeerattil pooka veeṇṭum ?
13. enna aanaalum ciṅkam ennai (k)kolḷum.
14. taamatittu (p)poonaal ciṅkattiRku (k)koopam varum.
15. vaṇṭaal varattum.
16. ettanai koopam vaṇṭaalum ennai iraṇṭu muRai kollappoovatu ilḷaiyee.”
17. ivvaaRu tanakkuttaanee muyal collikkoṇṭee mikavum kaalam kaṇṭu cenRatu.
18. muyalinai (k) kaṇṭatum ciṅkam karjittu “een taamatam ? enRu keeṭṭatu.
19. muyal mikavum vinayattooṭu “makaap (p)pirapuvee ! ṇaan cariyaana camayattil varaviruṇṭeen.
20. aanaal valiyil taṅkaḷaikkaattilum valimaiyuṭaiya maRRoru ciṅkam ennaittaṭuttu ṇiRuttiyatu. “ ena (k)kuuRiyatu.
21. itu keeṭṭa ciṅkam payaṅkaramaaka (k)karjittukkoṇṭu. “eṇkee” avan ? uṭanee kaattū.
22. ippootee avanai (k)konRu viṭukiReen” enRatu.
23. muyal “maka (p)pirapuvee! itil varuka” enRu kuuRi (c) ciṅkattai oru kiṇaRRin arukil kuuṭi (c) cenRatu.

24. “avan itil irukkiRaan.
25. nookkuka! ”enRatum kiṇaRRil ciṅkam tan ṇilalai (k)kaṇṭu kurootattuṭan karjittukkoṇṭu atanuḷ kutittatu.
26. avvaaRu ellaa vilaṅkukaḷum piḷaittana.

## EXERCISES

### 1. ANSWER THE FOLLOWING QUESTIONS.

1. ellaa vilaṅkukaḷum een payappaṭṭana?
2. vilaṅkukaḷ ciṅkattiṭam enna kuuRina?
3. muyal tanakkuttaance enna collic cenRatu?
4. muyalaik kaṇṭa ciṅkam enna ceytatu?
5. muyal ciṅkattiṭam kuuRiya viṭai yaatu?
6. ‘makaap pirapu’ ena yaarai aḷaikkalaam?
7. muyal ciṅkattai eṅkee aḷaittuc cenRatu?
8. kiṇaRRil ciṅkam kutittatu een?
9. muyal maRRa vilaṅkukaḷukku eppaṭi utaviyatu?
10. iṇṭak katai eṇṭa ṇulil uḷḷatu?

### 2. BRING OUT THE CONTEXT

1. “ṇaaḷum ovvoru vilaṅkai uṇaviRkaaka varac ceyvooṃ”
2. “taamatittup poonaal ciṅkattiRkuk koopam varum”.
3. “een taamatam?”
4. “avan itil irukkiRaan. ṇookkuka”.

### 3. USE THE FOLLOWING IN YOUR OWN SENTENCES

aṇuki, aṅkiikarittal, eṭaRku, kurootam, koṇcam, taamati-  
ttal piḷaittal, muRai, valimai, vinayam

## PATTERN

- 14, 15 taamatittaal irayil pooyviṭum. poonal pookaṭṭum  
ṇeeram kaḷiṇṭaal maḷai vaṇṭuviṭum. vaṇṭaal varaṭṭum.  
paṭikkaaviṭil appaa eetaavatu colvaar. connaal collaṭṭum.  
payiraik kaaval ceyyaaviṭil maṭu meeyum. meeyṇṭaal  
meeyaṭṭum.  
kuṇṇait tiRaṇṭaal kiḷi paRaṇṭuviṭum. paRaṇṭaal  
paRakkaṭṭum.

23.	varuka	ennai	
	vaaḷka	avanai	
	peecuka	enRu	avaḷai
	aruḷuka		avarai
	taruka	unnai	
			varaveeRRanar

### POSITIVE Vs NEGATIVE

1. vilaṅkukaḷaik kolluka.  
vilaṅkukaḷaik kolla veeṇṭaam.
2. viiṭṭukku varuka.  
viiṭṭukku vara veeṇṭaam.
3. paṭattai eḷutuka.  
paṭattai eḷuta veeṇṭaam.
4. ciṅkattaik kaṇṭu aṅcuka.  
ciṅkattaik kaṇṭu aṅca veeṇṭaam.
5. uṅkaḷ ṇiḷalai ṇookkuka.  
uṅkaḷ ṇiḷalai ṇookka veeṇṭaam.

### SELECTED VOCABULARY

aṇuki	kaṭaṇṭu	ciṅkam	muRai
aṅkiikārittal	karjittal	taamatittal	valimai
iṇṇanam	kiṇaRu	piḷaittana	vinayam
uyir	kurootam	makaappirapu	
etaRku	koṇcam	muyal	

### GRAMMAR

7.6 After a question the hooker made use of in Tamil is 'enRu' or 'ena' which is a verbal participle.

S.1 ṇaam ceyvooṃmaa

S.2 avai kuuRina

S.3 naam ceyvooṃmaa enRu avai kuuRina

The hooking process is the same as indicated earlier.

17.2-3 'tanakkut taanee' The 'ee' is emphatic.

17.6 'colliḱkoṇṭee' The 'ee' is similar to 'ee' in 'ilee' occurring in colloquial speech.

'tan', 'taan' construction has a speciality which needs to be clarified.

S. 1 muyal muyalukkuc colliyat

S. 2 muyal tanakkuc colliyat

In this sentence when the same subject referent follows twice 'tan', the reflexive pronoun is substituted.

Look at the sentence

(3) 'muyal muyalukku muyalee colliyat'

In S.3 the same substitution process is extended.

'muyal tanakkut taanee colliyat'

Note also the difference between 'tan' and 'taan'.

In The oblique case, when the case markers are added, the vowel would be short. Elsewhere the vowels would be long.

E. g.	naam	—	nam
	taam	—	tam

23. 'nookkuka' is an optative. vaa, poo, nookku etc. are impolite imperatives. They are often made use of by the speaker who is superior to the listener who is inferior in position. When the speaker is inferior and the listener superior the form used is.

varuka

taruka

nookkuka

The lion being superior to the speaker, which is a rabbit nookkuka and varuka (23) are used.

26. 'avvaaru' — meaning 'thus' 'that manner'.

Another pronoun related to the above 'appootu' meaning 'at that time'.

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## LESSON 16

### iraviintiraṇaata taakuur

1. paaratattil iraviintiraṇaata taakuurai (p) paRRi (k)keetkaa-tavar irukkumaattaar.
2. teeciya kiitam iyaRRiyatu iṇṭa makaa kavi aavaar.
3. ciRu vayatu mutal iyaRkaiyin aḷakai (k) kaṇṭu cuvaittu makilvati avarkku mikunṭa aarvam iruṇṭatu
4. iyaRkaiyilulla ellaa (p)poruḷkaḷum aRputamaaka avarkku (t) toonRina
5. iṇṭa uṇarvu avaruṭaiya vaalvu muḷutum ṇilaittiruṇṭatu.
6. itee uṇarvu avaruṭaiya ilakkiyappaṭaippukku (k)kaaraṇam aayiRRu.
7. avaruṭaiya 'iḷam piRai'. 'piriṇṭa paRavai', 'aṇcalakam' ennum paṭaippukkaḷ kuḷaṇṭai mutal kiḷavan varai elloorkkum cuvai taruvana.
8. avaruṭaiya 'kiitaaṇcali' enRa kavitai (t) tokuppiRku ṇoopal paricu kiṭaittatu.
9. aaṇkila makaa kavi ṭapilyuu. pi. iṭcu atanai manataara (p) pukaḷṇṭullaar.
10. kalkattaaviRku arukil uḷḷa caaṇṭiṇikeetanil avar visva paarati amaittaar.
11. atu paaratattilum veḷiṇaattilum uḷḷa palarai iirttatu.
12. ippootum atu kalaippayiRcikka mikappukaḷ peRRatu.
13. paaratattin taRkaala ilakkiyattil taakuurin perumai eṇṇuta-Rkuriyatu.

## EXERCISES

### I. ANSWER THE FOLLOWING

1. iṇṭiya teeciya kiitattai iyaRRiyavar yaar ?
2. ciRuvayatiḷ taakuur peRRa anupavam yaatu ?
3. taakuurin pukaḷ peRRa paṭaippukkaḷ evai ?
4. taakuurin eṇṭa ṇuulukku noopal paricu kiṭaittatu ?
5. taakuuraip paaraattiya aaṇkilak kavikaḷ yaar ?
6. paaratattin taRkaalattil uḷḷa makaa kavikaḷ yaar ?

7. visva paarati eñku ullatu ?
8. aṇṭa ṇilayam yaarai ellaam etaRkaaka iirttatu ?
9. taakuurin kavitaiyiḷ ṇiir etaip paṭittuḷḷiir ?
10. tamīḷk kaviṇaril umakkup piṭṭavar yaar ? een ?

## II. TRANSLATE INTO ENGLISH

1. paaratiyin kuyilpaṭṭai aāṅkilattil moḷi peyarṭṭanar.
2. kaṇṇiḷar iyaRkaiyin kuḷaṇṭaiyaay iruṇṭaar.
3. taakuurin valiyaip pala kavikaḷ pinpaRRinar.
4. taakuur kaviṇar maṭṭum anRi ṇalla kalaiṇanum aaka irtuṇaar
5. kiṭṭaāṇcaliyai ṇiṇṇkaḷ paṭikkaviḷḷai enRaal oru muRai-yaavatupaṭikka veenṭum.

## III. Write ten to twelve Tamil sentences about a poet.

## IV. USE IN YOUR OWN SENTENCES

1. kuḷaṇṭai mutal kiḷavan varai
2. kavitait tokuti
3. mananṭiRantu pukaḷal
4. taRkaala ilakkiyam
5. eṇṇutaRkuriyatu

## V. CORRECT THE FOLLOWING

1. iyaRkaiyin paṭaippai taakuurin alaḷu viḷakkum.
2. panRiyum pacuvum vaalḷkai muḷuvatum inṇam aṭaiḷi-  
nRatu.
3. pampaayḷḷu arukil caanṭiṇikeetan iruṇṭatu.
4. keeraḷam ṇellukkum caṇalukkum irumpukkum peyarpe-  
RRatu.
5. kaḷḷikkooṭṭaiyiḷ aṅkileeyar.

## VI. WRITE THE CORRECT WORD:

1. keeraḷa makaa kavi / paarati / taakuur / vaḷḷatṭooḷ /
2. iṇṭiyaavin makaa kavi / pairan / kaalitaasan / iṭṭu /
3. alakaana nakaram ! paariicu / iḷaṇṭan / ṭarpan /
4. inimaiyaakap paṭuvatu / mayil / kuyil / kiḷi /
5. viḷaṅkukaḷil periyatu / yaanai / puunai / ciṇṇam /



## VII SELECTED VOCABULARY

aahkilam	taRkaalam
aarvam	teeciiyakiitam
iyaRRiyatu	tokuppu
iraviiptira naata taakuur	noopal paricu
iiṭcu	paṭaiṭṭu
iirttatu	payiRici
uṇarvu	paRavai
eṇṇutal	piriṇṭa
kalkattaa	piRai
kavitai	poruḷ
kuḷaṇṭai	manam
kiḷavan	visvapaarati
caṇṭiṇikeetan	

## GRAMMAR

1.6 The complete negative of 'veenṭum' is 'veenṭaam'. Note also the different negative formations.

## (1) Finite Verbs

$\left\{ \begin{array}{l} \text{vaṇṭaan} \\ \text{varukiRaan} \\ \text{varuvaan} \end{array} \right\}$	vaaraan
--	---------

## (2) Verbal prticiples

vaṇṭu	—>	varaatan
aaṭi	—>	aaṭaatu

## (3) Relative Participles

$\left\{ \begin{array}{l} \text{vaṇṭa} \\ \text{varum} \\ \text{varukinRa} \end{array} \right\}$	varaata
$\left\{ \begin{array}{l} \text{aaṭiya} \\ \text{aaṭum} \end{array} \right\}$	—> aaṭaata

Malayalam has -aat instead, Tamil has -aat

## (4) Phrase negatives are also possible.

E.g. vaṇṭaan      vaaraan /      vara (v) illai  
          kaṇṭaan      kaṇnaan /      kaṇa (v) illai

## (5) Negative verbs like 'maaṭṭaan' are also added

E.g. irukka + maaṭṭaan

         kaṇa + maaṭṭaan

'maaṭṭaan' has no positive form in Tamil,

-e-	before	-e-	as in	vaareen
-i-	before	-i-	as in	kaañiir
-o-	before	-o-	as in	kaañoom
-a-	before	-a-	as in	vaaraan
-aat	before	Verbal participle -u (1)		
		Relative participle -a (2)		
	and before long vowel person markers (3)			

E.g. (1) varaatu  
 (2) varaata  
 (3) varaatoon

2.3 Note 'iyaRRiya' as against iyanRa'. The first one is transitive the second is intransitive

Intransitive		Transitive
mayañkinaan		mayakkinaan
kañtaan		kaatñinaan
ceerñtaan		ceerttaan
iyānRaān		iyāRRinaān
N + Stop + t	---->	Stop + t
(a) ñk + t	---->	kk
(b) ñt + t	---->	tt
(c) nt + t	---->	tt
(d) nR + t	---->	RR

Normally intransitives will not be preceded by the accusative case noun.

13.2 'taRkaalam' Note the Sandhi tan + kaalam ----> taR-kaalam.

A few related Sandhi rules are as follows: some of them are listed here to recall the old ones.

Rule 1  $\frac{n}{l} + \text{Stop} + \text{Stop} \text{ ----> } R + \text{Stop}$

E.g. pon + kkaalam ----> poRkaalam  
 ñil + kkal ----> ñiRkal

Rule 2

R + t		RR
k		kk
t	---->	tt
c		cc

E.g. peR + taan ----> peRRaan  
 mik + taan ----> mikkaan  
 keet + taan ----> keettaan  
 paṭic + taan ----> paṭiccaan

Rule 3. n + t ----> nR

E.g. ṇin + taan ----> ṇinRaan

Rule 4. ṇ + t ----> ṇṭ

E.g. kaṇ + taan ----> kaṇṭaan

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## LESSON 17

### caṅkaraacaariyaar

1. caṅkarar keeraḷattiR kaalaṭi enRa iṭattiḷ piRaṇṭaar.
2. ciRu vayatileeyee avarukkuc canniyaacattiḷ manam cenRatu.
3. oru ṇaḷ avar aaRRil tannuṭaiya taayuṭan kuḷittukkoṇṭu iruṇṭa pootu oru mutalai caṅkararin kaalaip piṭittatu.
4. taay payaṇṭu kataRat toṭaṅkinaaḷ.
5. appootu caṅkarar tam taayiṭam ivvaaRu kuuRinaar.
6. “ennaic canniyaaci aaka anumattittaal maṭṭumee iṇṭa mutalai kaalai viṭum; avvaḷavee”.
7. aṇṇanam makan canniyaaci aanaalum uyirooṭiruṇṭaaRpootum enRu taay cammatittaaḷ.
8. canniyaacam eeRRa pinnar paaratatuiḷ ellaa iṭamum cenRu tam attuvaitak koḷkaiyaip parappinaar.
9. avaruṭaiya vaatata tiRamaiaik kaṇṭu elloorum aaccariya-ppaṭṭanar.
10. pala peer avaruṭaiya ciṭṭarkaḷ aanaarkaḷ.
11. perumai peRRa ciṭṭarkaḷ patumapaatar, maṇṭanamiciṇṇar, cureecuvarar, astaamar enpavar talai ciRantavar aavaar.
12. paaratattin ṇaalu ticaikaḷilum ṇaanku maṭaṅkaḷai ceRpaṭuttit tam ṇaanku ciṭṭarkaḷaiyum maṭaatiṭatikaḷaaka ṇiyamittaar.
13. ikkaalattiḷum caṅkaraaccariyarait tattuva ṇaaniḷaḷiR ciRantavaraakak karuti varukinRanar.

## EXERCISES

### 1. ANSWER THE FOLLOWING

1. caṅkarar eṇku piRaṇṭaar?
2. ciRu vayatiḷ caṅkarar manattiḷ enna toonRiyatu?
3. aaRRil kuḷikka caṅkarar yaaruṭan cenRaar?
4. kuḷikkumpootu enna ṇaṭaṇṭatu?
5. appootu caṅkarar taayiṭam enna connar?
6. taay cen tan makanaiccanyaaci aaka ottukkoṇṭaaḷ?

7. elloorum een caṅkararaip paarttu aaccariyappaṭṭanar?
8. een palar caṅkararin ciṭṭar aanaarkaḷ?
9. avaruṭaiya ciRaṇṭa ciṭṭarkaḷ yaar?
10. ṇiir aRiṇṭa tattuva aRiṇarkaḷ yaar?

## II. CHANGE THE FOLLOWING SENTENCES INTO PLURAL SENTENCES.

1. uuril uḷḷa marattaik kallaal aṭittaṇ.
2. tooṭṭattil puup paRittaal maalai kaṭṭṇveen.
3. oru ṇaaliḷ oru ciṭṭan vaṇṭu ceerṇṭaan.
4. kutiraiyum maṭṭum vilai mikuti.
5. unakkut teriṇṭa maruttuvan uḷḷaana?

## III. USE THE APT VERB AT THE END OF THE FOLLOWING SENTENCES

1. mutalai kaalai \_\_\_\_\_
2. paḷattaik kiḷi \_\_\_\_\_
3. paalaip puunai \_\_\_\_\_
4. paaṭaṇkaḷai maṇṇavarkaḷ \_\_\_\_\_
5. kamalaa ooviyam \_\_\_\_\_
6. ṇeeRRu ṇii paaṭṭu \_\_\_\_\_

## IV. TRANSLATE THE FOLLOWING INTO ENGLISH

1. enakku vayiRRu vali.
2. kaṇṇanukku ṇaan oru paricu taruveen.
3. puunaikku yaar maṇi kaṭṭuvaar?
4. ṇaalaikku ṇaam kaṭaRkaraikkup poovoom.
5. uṇkaḷiṭam ṇaan onRum collavillai.
6. ṇirmalaa: iṇkee vaa.
7. avan eppootum iṇkee varuvaanaa?
8. avaḷ talaiyil puu onRum illai.
9. ṇaḷ tooRum ṇaam paṭikka veenṭum.
10. kalvi karaiyila ; kaRpavar ṇaḷ cila.

## V. TRANSLATE INTO TAMIL

1. There are no boys in the class
2. Indians have the right of voting.

3. What is the reason for your disappointment ?
4. I want ten rupees now.
5. The servant girl washed the dishes yesterday.

#### IV. SELECTED VOCABULARY.

astaamalar	kuuRinaan	ṇiyamittaar
attuvaitam	caṅkarar	patumapaatar
anumatittal	caṅkaraaccaariyaar	maṭam
aaccariyappattānar	cammatittaal	maṭaatipati
ivvaaRu	canniyaacam	maṇṭanamirar
kataRutal	canniyaaci	mutalai
kaal	cureecuvarar	vaatam
kaalaṭi	tattuvaṇṇaani	

#### GRAMMAR

- 1.6 The negative of 'piRaṇṭaar' is 'piRakka (v) illai'  
Note the different distribution of the negative.

- (1) As a simple verb it can occur with all subjects meaning 'be-not'

ṇaan	}	illai (Positive 'uṇṭu')
ṇaṇkaḷ		
ṇii		
ṇiir		
ṇiṇkaḷ		
avan		
avaḷ		
avai		
atu		
avai		

- (2) Gerund 'vara' + illai = to come not  
(Malayalam: varuvaan —> vaaraan and varaaru can be brought to this category)
- (3) Conjugated Noun 'varuvatu + illai (it which will become not) (Positive 'uṇṭu')
- (4) Verbal noun with 'illai' – the act of coming-not varal + illai  
varukai + illai (Positive 'uṇṭu')  
Malayalam: 'varuka illa' can be brought under this)

(5) Verbal participle + il + person/number/gender – having come-not-he

kaṇṭu + ilan

vaṇṭu + ilan

(Positive uḷ + person/number/gender substitutable)

(Malayalam: kaṇṭilla can be brought under this)

6.5 'maṭṭum': it is a particle of particularisation common to all nouns

	naan		
	nii etc.		maṭṭum uṇṭu

7.7 Note: 'pootum' which is a common verb in the neuter singular and plural.

{ atu  
avai } pootum

(1) 'pootum' and (2) 'pootu' are different. The second one is a time marking noun that can take cases whereas, the finite verb 'pootum' does not take any case.

E.g. (1) atu pootum (finite verb)

(2) atu appootu kuṇṭac collavillai

That could not say even at that time

8.5 The use of 'ellaam' – a collective noun needs clarification

E.g. (1) avai ellaam (2) avar ellaarum

They all

They (Gender Plural) all

In these two sentences { ellaam  
ellaarum } are second subjects.

{ Subject 1 is avai  
Subject 2 is ellaam } of the sentence. { ellaam  
ellaarum } themselves can form a subject of sentences.

E.g. (1) ellaam vaṇṭana (2) ellaarum vaṇṭanar.

(Malayalam also uses this pair)

Similar is the case with { anaittum  
anaivarum }

## SANDHI RULES

Some of them are recalled from previous pages.

$$\text{Rule 1} \quad \begin{array}{|c|} \hline i \\ \hline e \\ \hline \end{array} + V \rightarrow \begin{array}{|c|} \hline i \\ \hline e \\ \hline \end{array} + y V$$

$$\text{Rule 2} \quad \begin{Bmatrix} o \\ u \\ a \end{Bmatrix} + V \quad \begin{Bmatrix} o \\ u \\ a \end{Bmatrix} + v + V$$

$$\begin{array}{lcl} \text{maṭaṅkaḷai} + \text{eeRpaṭutti} & & \text{maṭaṅkaḷaiyeeRpaṭutti} \\ \text{E.g. } \text{atu} + \text{um} & = & \text{atuvum} \end{array}$$

$$\text{Rule 3} \quad \text{kuRRiyal } u + V \rightarrow \text{Zero} + V$$

(Malayalam: Samvruta ukaara)

kuRRiyal ukaram occurs when (1) a word ends with  $C_1C_2$  of which  $C_2$  should be a stop and (2) a long vowel followed by a stop. Elsewhere the 'u' will be muRRiyal ukaram.

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## LESSON 18

### kuṭumba kaṭṭuppaatu

1. ulakattin pala naaṭukaḷai p poolavee paaratattilum makkaṭ perukkam oru piraccanai.
2. itee veekattil makkaṭ tokai perukinaal pattu aaṇṭukaḷil ulakattin makkaṭ tokai iraiṭṭiyaakum
3. itu toṭarntaal makkaḷ camutaayattin vacati uṇavu veelai mutalaanavai payaṅkara p piraccanaikaḷ aaka vaḷarum.
4. iṇṭa t tunpattil iruṇṭu manita k kulattai k kaappaaRRa veenṭiyatu inRiyamaiaaṭatu aay uḷḷatu.
5. pala naaṭukaḷ kuṭumpa k kaṭṭuppaatṭai (y) itaRku oru maruṇṭaaka k koḷkinRana.
6. iyaRkai taanaakavee makkaṭ tokaiyai k kaṭṭu p paṭutti k koḷḷum enRu maaltuus kuuRinum inru ṇamakku ivvaaRuḷḷa ceyaRkai (y)aana taṭaimuRaikaḷaik kaiyaḷvatai t taṭukka muṭiyaatu.
7. enna aayinum mikunṭa kuḷaṇṭaikaḷ uḷḷa kuṭumpattil ṇanmai eeRpaṭaatu enpatu ṇam ellooruṭaiya anupavam.
8. atanaal kuṭumpak kaṭṭuppaatu ceyvatu paapam anRu.
9. iṇṭa k karuttooṭu makkaḷ taamaaka mun varaaviṭil aracu muyanRaalum payan uṇṭaakaatu.
10. ataik koṇṭu makkaḷum aracum onRu ceerṇṭu iṇṭa t tunpattil iruṇṭu ulakai k kaappaaRRa veenṭum.

## EXERCISES

### I. ANSWER THE FOLLOWING

1. innum pattu aaṇṭil makkaṭ tokai eṇṭa aḷavu perukum?
2. makkaṭ tokai perukuvataal varum tunpaṅkaḷ evai?
3. maaltuusin koḷkai yaatu?
4. kuṭumpak kaṭṭuppaatṭaie ceyaRkai muRai enRu colla-laamaa?
5. mikunṭa kuḷaṇṭaikaḷ kuṭumpa ṇanmaiyaip perukkumaa?

6. cilar kuṭumpak kaṭṭuppaattaip paRRi enna ṇinaikkin-Ranar?
7. kuṭumpak kaṭṭuppaatu paRRi uṇkaḷ karuttenna?
8. aracu maṭṭum oru tiṭṭam koṇṭu vaṇṭaal atu veRRi pe-Rumaa?

## II. USE THE FOLLOWING IN YOUR OWN SENTENCES

kaṭṭuppaatu	taṭaimuRai	perukkam	veelai
camutaayam	piraccanai	vacati	iraṭṭi

## III. TRANSLATE INTO ENGLISH

1. kaṇṭiji iṇṭiyaavukkaakat tiyaakam puriṇṭaar.
2. vaanattiḷ vimaanam paRakkiRatu.
3. ṇaḷai manitan cevvaay maṇṭalattiRkup pookalaam.
4. paaṭṭi viiṭṭil palaa maram irukkiRatu.
5. minnuvatellaam ponnalla.
6. pacu paal koṭukkum ṇalla vilaṅku.
7. aaṭum maaṭum kutiraiyum viiṭṭu vilaṅkukaḷ.

## IV. TRANSLATE INTO TAMIL

1. We stop for rest and look down into the valley.
2. A French writer of the old School would put it like this
3. A pilot does not choose his work, as a customer chooses goods in a shop
4. All should rally to attack the comon enemy.
5. I have faith in my star.

## VOCABULARY

aracu	ceyaRkai	toṭarṇṭaal	(a) camutaayaam
iraṭṭi	taṭaimuRai	perukkam	(b) piraccanai
kaṭṭuppaatu tokai		veelai	(c) maaltuus
kulam			(d) vacati

## 5. GRAMMAR

- 18.3.8 mutalaanavai : from all these: as against  
iRutiyaanavai : ending all these.  
mutal, iRuti, varai etc. indicate limits in quantity or quality.
- 18.5.8 Formerly we classified some verbs of Tamil. All verbs can be classified into four major sub sets.

Set	Future	Present	Past	Example
1.1	uv	ukiR	t	aR : to snap
1.2	uv	ukiR	in	aaṭ : to dance
11.1	v	kiR	t	cey : to do
11.2	v	kiR	ṇt	ceer : to unite
III.	p	kiR	t	kaaṇ : to see
IV.1	pp	kkiR	ṇt	ṇaṭa : to walk
IV.2	pp	kkiR	tt	keel : to hear

Please try whether the tense verbs in the lesson fits in with this classification.

## SANDHI

One Sandhi often made use of by us with its rules is recalled here.

- E.g. (1) kaṇ + il > kaṇṇil      (3) a + paṇaṇ > appaṇaṇ  
(2) il + ai > illai      (4) i + kaaḷai > ikkaaḷai  
(a) (C)VC + V > (C)VCC + V  
(b) (C)V + CV > (C)VCCV .

## LESSON 19

### maanavar amaitiyinmai

1. maanavar ulakil ippootu ellaa vakaiyilum niRaivu inmai valarntu varukiRatu.
2. inniRaivu inmaikku (p) pala kaaranankaḷ ullana.
3. mutalaavatu taṅkaḷuṭaiya etirkaala vaalvu paRRi maanavar-  
arkku accam toonRiyullatu.
4. iranṭaavatu, kalvi kaRpatiḷ vacati inmai muulam avarkaḷ-  
ukku (c) caṅkaṭaṅkaḷai etirṇookka veenṭi ullatu.
5. muunRaavatu palaia kaalam poola aaciriya maanava uRavu  
inRu valivu uṭaiyataaka illai.
6. ikkaaranankaḷil irunṭu toonRiya veRuppu muulam eetaava-  
toru pooraattattil kaḷantu koḷkiRaarkaḷ
7. itanai (t) tavaRaaka (p) payanpaṭutti (k) koṇṭu araciyal  
talaivarkaḷ payan aṭaikiRaarkaḷ.
8. maanavarkaḷ araciyalil irunṭu caRRu akanRu ginRaal pala  
pilaikaḷ tavirkka muṭiyum.
9. maanavarkaḷin mutaR kaṭamai kalvi kaRpatu.
10. maRRa iṭupaattukaḷai viṭṭu (p) paṭippil ninaivai niRutta  
veenṭum.

## EXERCISES

### I. ANSWER THE FOLLOWING

1. inRuḷḷa pala amaitiyinmaikaḷaik kuuRuka.
2. maanavaritaiyee uḷḷa amaitiyinmai valarukiRataa ?
3. itaRku mutalaavatu kaaranam yaatu ?
4. iranṭaavatu kaaranam yaatu ?
5. muunRaavatu kaaranam yaatu ?
6. ikkaaranankaḷai niṇkaḷ ottukkoḷkiRiirkaḷaa ?
7. maanavar naṭattiya iranṭu pooraattaṇaḷaik kuuRuka.
8. araciyal talaivarkaḷ enna ceykiRaarkaḷ ?
9. maanavarkaḷ mutaRpaṇi etu ?
10. maanavarkaḷ araciyalilirunṭu vilaka veenṭumaa ?

## ii. USE IN SENTENCES

amaiti,                    etirṇookkiyiruttal,                    tavirkka muyalal,  
pooraatṭam,            vaayilkaḷ,                    aaloocanai

## III. WRITE FIVE TO TEN SENTENCES ON THE FOLLOWING

1. maṇavar aaciriyar uRavu
2. maṇavarum inRaiya kalviyum

## IV. CORRECT THE FOLLOWING

1. pala kaaraṇaṅkaḷ uṇṭu.
2. ṇeerRRup paampaik kaṇṭatum ṇaan payappeen.
3. mun kaḷattil aaciriya maṇava uRavu ṇanRaaka illai.
4. kalaṅkiya kuṭṭayil tavaḷai piṭippar.
5. paṭippu maṇavarkku inRi amaiyum.

## V. WRITE THE FOLLOWING AS DIRECTED

1. ṇaaḷai paḷḷikkup pooveen. (In the future tense)
2. avan paaṭam paṭittaṇ. (begin with aval)
3. ṇii paaratam paṭittirukkiRaaya? (begin with aval)
4. ṇaan tamiḷ elutuveen (In the past tense)
5. ṇaaḷai ṇii koccikkup poo (In the negative)

## VOCABULARY

amaiti	ṇiRaivu
aaciriyar	paṭippu
iraṇṭaavatu	pooraatṭam
uRavu	maṇavar
etirkaalam	mutalaavatu
etirṇookkal	mutaleṭuttal
tavirttal	valivu
ṇiRuttal	vaayil

- (a) anarttam
- (b) aaloocanai
- (c) muulam

## GRAMMAR

19.1.9 What will occur after a verb stem in a verb has not yet been discussed by us. The frame is given below. You can test it with examples collected from the lessons so far covered in the course.

19.2.2 The negative inmai has the opposite unmai.

un̄tu x illai, uḷḷanar x illanar

The mai ending in nouns indicates the quality. Note also ceyyaamai x ceytamai.

19.5.1 The Sandhi of

muunRu + aavatu  $\longrightarrow$  muunRaavatu

Rule I kuRRiyal u + V  $>$  zero + V

(We have explained already kuRRiyal u)

For convenience we are recalling here all Sandhi rules.

$$(2) \left\{ \begin{array}{l} \text{kuRRiyal u} \\ \text{after Stop} \\ \text{Stop} \end{array} \right\} + \left| \begin{array}{c} k \\ c \\ t \\ p \end{array} \right| > \left\{ \begin{array}{l} \text{kuRRiyal u} \\ \text{after Stop} \\ \text{Stop} \end{array} \right\} + \left| \begin{array}{c} kk \\ cc \\ tt \\ pp \end{array} \right|$$

$$(3) l / n + tt >$$

$$(4) l / \eta + tt >$$

$$(5) l + t > R$$

$$(6) l + t > \dagger$$

$$(7) n + t > nR$$

$$(8) \eta + t > \eta\dagger$$

$$(9) R + t > RR$$

$$(10) \dagger + t > \dagger\dagger$$

$$(11) \left\{ \begin{array}{cc} \text{muRRiyal u} & \text{uu} \\ & a \quad aa \\ & o \quad oo \\ & au \end{array} \right\} + V > \left\{ \begin{array}{cc} u, & uu \\ a, & aa \\ o, & aa \\ au & \end{array} \right\} + v + V$$

$$(12) \left\{ \begin{array}{c} i, ii \\ e, ee, \\ ai \end{array} \right\} + V > \left\{ \begin{array}{c} i, ii \\ e, ee \\ ai \end{array} \right\} + y + V$$

Verb Stem	+ <u>Tr.</u> + Imp.	+ Past + Future + Present + Negative + Gerund + Cond. Inf. + Cond. Gerund + Verbal Noun	+ Vb participle <u>Relative</u> Participle Conditional Participle Conjugated Noun	+ Number <u>First</u> Second Third	+ Number <u>and</u> Gender	+ <u>Honorific</u> Plural
	Causa Empty Opt.					

+ Obligatory

+ Optional

$$(13) \quad \left\{ \begin{array}{l} (C) VC + V \\ (C) V + C \end{array} \right\} + \left\{ \begin{array}{l} CVCCV \\ CVCCV \end{array} \right\}$$

$$(14) \quad \text{Stems ending with case signs} \left\{ \begin{array}{l} ai \\ aal \\ ku \\ il \end{array} \right\} + \left\{ \begin{array}{l} k \\ c \\ t \\ p \end{array} \right\} > \left\{ \begin{array}{l} ai + kk \\ aal + cc \\ ku + tt \\ il + pp \end{array} \right\}$$

(15) (1) Pronominal adjectives  
ending with -a

(2) Adjectives ending  
with -a ( < am)

(3) Verbal participles  
ending with -i

(4) Gerunds ending with -a

	k		kk
	c	a	cc
+ t >	i	+	tt
p			pp



## LESSON 20

### moļikcikal

1. paaratattil eņta moļi teeciya moļi aaka veenŕum enpatu periya cikkalaay vaļarņtu ullatu.
2. teeciya moļi ennavellaam ceyyaveenŕi irunŕatoo avaiyellaam aankilam ŕaŕatti vaņtatu.
3. viŕutalaikku(p) pinnar aankilam paRRiya manoopavam maaRi(k) koņŕu vaņtatu.
4. oru pakkam kalvi payiRRum aRiņar aankilattin tarattai uyarŕta aavana ceyya muyanRanar.
5. veeRoru pakkam aankilattai veļiyee taļļa veenŕum enRu cilar muRaiyŕtanar.
6. maRRoru pakkam mattiya aracu iņtiyai(t) teeciya moļiyaaka eeRRukkoņt(u) ullatu.
7. iņta muŕivaic(c) cilar ottu(k) koļļa(v) illai.
8. iccuuļņilaiyil moļi(c) cikkal enpatu camuuka(c) cikkalil iruņtu araciyal cikklaay maaRi vaļarņtu ullatu.
9. iņtiyaavukku oru teeciya moļi teevai enpatil aiyamillai.
10. araciyal amaippu(c) caŕŕappaŕi paaratattil patinaanku moļikaļukkum otta ŕilai ullatu.
11. iņti peecuvoor maRRuļļa eņta oru moļi peecuvooraikkaa-ŕŕilum mikuti.
12. iruņtaalum iņti peecaata maanila(p) pakuti(p) piļļaikaļukku maRRoru moļiyum paŕikka veenŕum enpatu mikka cumaiyai eeRpatuttuvat(u) aakum
13. itai iļatciyam aakak koņŕu ŕaŕuvaņ aracu mumoļi(k) koļkaiyai(p) parappi varukiRatu.
14. ittutaņ ceerņtee maanila moļi (p) payiRciyai (p) peritupaŕutta mutanmai iŕam taņtanar.
15. kaala vaļarcciyil maanila moļikaļ vaļarņtu varutaRkeeRpa oru uRavu moļi eeRpaŕum ena eņņa iŕamuņtu.

## EXERCISES

## I. ANSWER THE FOLLOWING QUESTIONS

1. viṭutalaikku mun moḷic cikkal iruṇtataa ?
2. munpu aaṅkilamce paaratattil iruṇtataRkuk kaaraṇam enna ?
3. viṭutalaikkuppin teeciya moḷi paRRiya muunRu ṇilai-kal evai ?
4. camutaayac cikkal eppaṭi maaRiyatu?
5. araciyaḷ amaippuppaṭi moḷi ṇilai enna?
6. iṇṭi teriyaata maanilaṅkal ṇilai yaatu?
7. ṇaṭuvaṇ aracin moḷi ilaṭciyam etu ?
8. mummoḷikkolḷakai enRaal enna ?
9. teeciya moḷi maanila moḷi - iraṇṭiRkum uḷḷa veeRRu-mai yaatu ?
10. moḷic cikkal tiira uṅkal karuttu yaatu ?

## II. USE THE FOLLOWING IN YOUR OWN SENTENCES:

veḷṭyee taḷḷal, muRaiyiṭal, teeciya moḷi, ṇaṭuvaṇ aracu, muṭivu

## III. TRANSLATE INTO ENGLISH

citamparam tuṭittup poonaan. avan tonṭaiyai aṭaittuk koṇṭutu uṭampellaam aaṭiyatu. ceetu avanaip piṭittu aRaiyil koṇṭu pooy paṭukkaiyil kiṭattinaan. tan manaiv-iyaiḷ kaapi tayaarikkac connaan. citamparam vecṇṭaam enRu connaan. avar kaṭṭaayap paṭuttinaar.

## IV. CORRECT THE MISTAKES

1. inRu aaṅkilam paRRiya karuttu maaRiviṭṭatu.
2. maruttuvar nooyaaḷikku aavana ceyvaar.
3. ṇaṭuvaṇ aracu maanila aracai viṭac ciRitu.
4. piraṅcu ṇaaṭṭin teeciya moḷi aaṅkilam.
5. iṇṭiyaavil patinaaRu moḷikal uḷḷana.
6. araca maramum veeppa maramum vaḷarkiRatu.
7. iṇṭiyum malayaalamum onRu.

## V. CHOOSE THE CORRECT FORM

1. naan neeRRu — (col) paṭi vaṇteen.
2. inRu nii — (keel) vaṇṇam naṭantatu.
3. aval oru paaṭal — (paaṭu) eḷuṇṭaaḷ.
4. vaṇṭiyaip piṭikkak kaṇṇan — (ooṭu) poonaan.
5. nīiyoo avanoo — (paar) muṭivu ceyyuṇkal.

## VOCABULARY

amaippu	ottukkoḷḷal	taḷḷal	muṭivu
aRiṇar	caṭṭam	pakuti	mummoḷi
eeRpaaṭuttal	cikkal	patinaanku	muRaiyiṭṭanar
eeRRukkoḷḷal	cumai	piḷḷai	vacam
aiyam	taram	maanilam	veliyee

(a) iṇṭi

(b) manoopaavam

## GRAMMAR

20. 1. 1 Will it not be possible to classify the noun stems also? The verbs will take tense or negative. The nouns will take case markers.

Set Number	Classifying suffixes	Examples	
Set I	Number marking affixes	naan	
	n / m	naam	
	Zero / r	nii	
		niir	
		taan	
		taam	
Set II (a)	Number Gender Marker	avan	onRu
	n, l, r, tu, vai, zero	avaḷ	iraṇṭu
		avar	eeḷu
		a-tu	
		a-vai	
(b)	zero / ar	kaamaaṭci	/ ar
(c)	-kku	vaṭa	-kku

(d)	-m -ttu	maram / ttu
(e)	Other stems	malai

20. 13. 8 The Sandhi rules listed in the previous lesson has a gemination rule when ai, aal, ku and il precede k, c, t, p

(Rule 14). There are phrases and compounds in which the case suffixes will not be overtly found but are present notionally. In that case also gemination will take place in Sandhi

Phrase kaṭalil + paayṇtaan ———> kaṭaliRpaayṇtaan

knṭal + paayṇtaan ———> kaṭaRpaayṇtaan

Compound

moḷi + koḷkai ———> moḷikkoḷkai

It is from the clause moḷiyai(p) paRRIya koḷkai where ai and a verb paRRIya are found in the elaborated clause.

Notionally the accusative and the auxiliary are present. The gemination therefore is needed in such compounds. Note also another compound:

pon + kuṭam ———> poRkuṭam

The expansion of which is ponaal aakiya kuṭam (3rd case and the auxiliary verb). Again another compound:

kaaṭṭu + puli ———> kaaṭṭuppuli

From, kaaṭṭil vaalukinRa puli: The locative and the auxiliary verb are absent. Einally kuuli + kañci ———> kuulikkañci.

From kuulikkulla kanci in which-kku and uḷḷa (the auxiliary verb) are absent in the componnd.

In phrases like enkai from enatu kai notionally, the genitive is present. Even when genitive is overtly marked the gemination of k, c, t, p will not be available in Sandhi. So also the vocative and the ablative (which is always phrase if + ninu) + will not have gemination.

## LESSON 21

tenaaliraamanum puunaiyum

1. tenaaliraaman kruṣṇateevaaraayarin aastaana kavi.
2. iraaman periya putticaali.
3. oruṇaal kruṣṇateevaaraayar inṇanam aRivittaar. “puunai vaḷarkka virumpuvoorkku oru puunaikkutṭiyum pacuvum koṭukkappaṭum.
4. ṇanRaaka vaḷarkkinRavarkkup paricu kiṭaikkum”.
5. inṭa aRivippaik keeṭṭut tenaaliraaman aracan munnilaiyil cenRaana.
6. aracan ovvoruvarkkum puunaikkutṭiyaiyum pacuvaiyum koṭuttaar.
7. tenaaliraaman ivai iranṭaiyum peRRukkoṇṭu viiṭṭukku makiḷcciyaakac cenRaana.
8. mutal kaal iraaman pacuvaik kaRaṇṭu paalaic cuuṭaakki puunaiyin mun vaittaan.
9. puunai paal kuṭikka vaayai vaittatu.
10. paal mikavum cuuṭaaka iruṇṭataal puunaiyin ṇaakku veṇṭu pooyiRRu.
11. puunai peritum payaṇṭu ooṭip pooyiRRu
12. itai kaṇṭu tenaaliraaman mikavum makiḷṇṭaan.
13. pinnar puunaikkup paccaip paal koṭuttaalum kuṭippati llai.
14. aṇṇanam ellaap paalaiyum avanee kuṭittaana.
15. paavam! puunai mikavum ilaittu meliṇṭu pooyiRRu.
16. cilāṇaal kaḷiṇṭu aracan puunaiyaik koṇṭuvaṇṭu kaatṭa veenṭumenRu aRivittaar.
17. tenaaliraaman tan puunaiyai oru vaṇṭiyil vaittu kaatṭi-kkuk koṇṭu poonaana.
18. puunaiyai veḷiyoor kaṇṇaatapaṭi vaṇṭiyil tiraiyiṭṭaan.
19. makkaḷ tenaaliraamanin puunaikkup paricu kiṭaikkum ena ṇampinaarkaḷ.
20. kaṭaiciyil tenaaliraaman tiraiyai ṇiikkip puunaiyai araca nukkuk kaaṭṭinaana.

21. aracan aaccaryap paṭṭaar.
22. “puunai ivvaḷavu meliṇṭu poonataRkuk kaaraṇam enna?” enRu keeṭṭaar.
23. “puunai paal kuṭippatillai” enRu aracanīṭam tenaaliraaman kuuRinaan.
24. itaik keeṭṭu aracan aacearyap paṭṭaar.
25. paalaik koṇṭuvaṇṭu puunaiyin mun vaittanar.
29. ataic cuṭṭaṇa paal enRu enṇip puunai paal kuṭikkavillai.
27. aracan tenaaliraamanai ṇampinaar.

## EXERCISES

### I. ANSWER THE FOLLOWING QUESTIONS

1. tenaaliraaman jaar?
2. aracarin aRivippu yaatu?
3. tenaaliraaman viiṭṭiRku evaRRaik koṇṭu poonaan?
4. tenaaliraamanin puunai een paal kuṭikkavillai?
5. paal kuṭikkaata puunaiyaik kaṇṭu iraaman een makiḷṇṭaan?
6. cila ṇaal kaḷittu aracan enna aRivittaar?
7. tenaaliraaman tan puunaiyai eppaṭik koṇṭu poonaan?
8. makkaḷ enna peecinaar?
9. aracanin keeḷvikku iraaman enna kuuRinaan?
10. aracan iraamanai een ṇampinaar?

### II. TRANSLATE INTO TAMIL

The monkeys start their meddling soon after sunrise. Gardens mango trees and banana plants are the targets of attack. Injuries have been caused to house wives and children who tried to resist them. A few days back a small girl was bitten by a monkey. It is hoped that the Corporation will rescue the citizens from the menace soon.

### III. CHANGE THE GENDER

1. aracan veelaik kaaranai aṭittaar.
2. vaṇṇaan tuṇikaḷaik koṇṭuvaṇṭaan.
3. orṇ peṇ paṭṭup paṭṭinaal.
4. cila aaṇaḷ teru vaḷiyaakac cenRanar.

## IV. CHANGE THE NUMBER

1. unakkup paḷam veṇṭumaa ?
2. aṇṭa meecaimeel oru puttakam uḷḷatu.
3. ṇaanku kiḷikaḷ paraṇṭu pooyina
4. maraṇkalil puukkaḷ puuttuḷḷana.

## V. CHANGE INTO PAST TENSE

1. ṇaalaḷai veeṇu varuvaan.
2. inRu ṇalla meḷai peykiRatu.
3. aṭutta maataṁ avanukku veelai kiṭaikkum.
4. eppaṭiyum aṇṭa viiṭṭai vilaikku vaaṇkuveen.

## VOCABULARY

aRivittaar	cuuṭu	pacu	melinṭu
aRivippu	tirai	paccai	vaay
iḷaippu	tenaaliraaman	paal	veṇṭu
kaRaṇṭu	ṇampinaarkaḷ	puunai	veliyoor
kuṭṭi	ṇaakku	makkaḷ	vaittaan
cuuṭaakkutal	ṇiikki	munnil	

(a) aastaanam (b) kiruṣṇateevaaraayav (c) paavam

21.5.8 The different categories of a single verb stem are as follows:

## FINITE VERB

celveen	celkiReen	cenReen
celvoom	celkiRoom	cenRoom
celvaay	celkiRaay	cenRaay
celviir	celkiRiir	cenRiir
(celviirkaḷ)	(celkiRiirkaḷ)	(cenRiirkaḷ)
celvaan	celkiRaan	cenRaan
celvaaḷ	celkiRaaḷ	cenRaaḷ
celvaar	celkiRaar	cenRaar
(celvaarkaḷ)	(celkiRaarkaḷ)	(cenRaarkaḷ)
celvatu	celkiRatu	cenRatu
(cellum)		
celvana	celkinRana	cenRana
(cellum)		

Gerunds  
cella

Verbal participle  
cenRu

Relative Participle

cenRa

Intransitive

cenRaan

Causative

celvittaan

Optative

celka

Intransitive passive

cellappaṭṭa

Conjugated Noun

cenRavaḷ / celkiRavaḷ / cellupavaḷ etc.

Verbal Nouncellal, celkai,  
cellutal, celavuTransitive

celuttinaan

Imperative

cel

Polite Imperative

celviir

(celviirkaḷ)

Transitive Passive

celuttappaṭṭa



## GRAMMAR

### 21.1.1 After the noun stem what are the suffixes possible

Stem	+ Singular Plural	+ Gender Plural	+ Double Plural	+ Empty Marker	+ Case Suffixes Accusative Instrumental Dative Ablative* Possessive Socialive Locative
	Masculine Singular Feminine Singular Neuter Singular Directional Affix Non-Gender Plural				

\* The ablative in Tamil is always a phrase. It consists of Noun + locative + ninRe which is an auxiliary verb. A few grammarians will drop the ablative from the list of cases because of certain oddities satisfied by it. The same is the case in Malayalam.

## LESSON 22

pattirikai aaciriyarkku oru kaṭitam

anpuḷḷa aaciriyarkku,

vaanoliyil tiraippaṭaṭ paaṭṭukkaḷ oli parappukinRa kaalam  
ippootu mikak kuRaivu. tiraippaṭaṭ paaṭṭukkaḷai elloorum virum-  
pik keeṭṭinRanar. ikkaalattil muRaiyaana icaiyaik keeṭṭu  
anupavikkinRavar mikak kuRaivu. iṇṭak kaaraṇattaar paṭaṭ  
paaṭṭaḷaḷukku miḱa viḷamparam kiṭaittuḷḷatu. paḷḷi maanavar  
mutal kuulikkaaran varai (y)uḷḷa ellaa makkaṭṭum cinimaap  
paaṭṭukkaḷ veenṭum. ivvaaRu paṭaṭ paaṭṭukkaḷukku ṇalla  
varaveeRpu iruṇṭum ataRku mikak kuRaṇṭa kaalamee koṭuttu-  
ḷḷanar. itu een enRu puriya (v) illai. avaciyamillaata ṇiḱaḷccikaḷai  
ṇatatta ireeṭṭiyooṇil eeraaḷam aaka neeram uḷḷatu. vaanoliyil  
oliparappum ellaavaRRaiyum elloorum keeṭṭa veenṭum enpatillai.  
enave attakaiya ṇiḱaḷccikaḷukku maaRaaka paṭappaṭṭukkaḷai  
oliparappuvatu paṭinam anRu. vaanoli aluvalaḷarkaḷ itupaRRi  
ciṇṭippatu ṇallatu.

iṇṇanam  
vijayakumar  
paaḷayam,  
tiruvananṭapuram

### EXERCISES

I. Write a letter in Tamil to your friend about your experiences of studying Tamil.

II, Write a letter to the Police Superintendent about a theft.

### III. TRANSLATE THE FOLLOWING INTO TAMIL.

If there is no light you must have some candle.

If the train is not in the station you must take a taxi.

It is heard that the Pakistanis are helping some people in Kashmir.

It is very interesting to narrate the stories of old times.

They are not contended whatever they may get.

## VOCABULARY

attakaiya	kaṭinam	paḷli	puriyavillai
anpu	kuRaivu	paaṭṭukkaḷ	varaveeRpu
eeraalam	kuulikkaaran	paalayam	vaanoli
oliparappukinRa	tiraippaṭam		

- (a) avaciyam (c) tiruvanaṇṭapuram (e) ireeṭṭiyoo (g) vijayakumaar  
 (b) kaṭitam (d) pattirikai (f) viḷamparam

## GRAMMAR

22.1.3 The word paaṭṭu is a noun but derived from a Verb, paaṭu

(a) We defined nouns as those which take or are capable of taking case suffixes.

(b) Verbs were defined as those which take tense or negatives.

(c) The verbal nouns and conjugated nouns are of a third category which will take both case and tense markers. paaṭṭu is one. The verb stem paaṭu can be conjugated for all tenses.

E.g. paaṭinaan, paaṭukiRaan paaṭuvaan etc.

The verbal nouns are formed by adding suffixes like tal, al, kai, avu etc. or by geminating the final stop. E. g. aaṭu > aaṭṭu as in viḷaiyaaṭṭu, taal aaṭṭu etc.

A fourth category of stems are called particles which are clitics. They do not take any affixes, case, tense etc. and are prone to duplicate. They can be broadly divided into three categories.

GROUP I	ayyoo	::	alas
	ammaa	::	surprise
GROUP II	ciicii	::	in dislike
	aa aa	::	in pleasure
	poṭu poṭu	::	quickly
GROUP III	viṇ viṇ	::	noise of a tightened string
	catak	::	chopping noise
			etc.

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## LESSON 23

teertal ceytikaḷ

(tinamaṇi – putankiḷamai, maarc 10, 1971)

keeraḷa iraṇṭaavatu kaṭṭa lookcapai teertal  
eḷupatu catam varai vaakkuppativu  
cila iṭaṅkaḷil aarampattiḷ vaakkuppativu maṇtam  
tiruvanaṇṭapuram, maarc: 9

keeraḷattiḷ inRu ṇaṇṭa iraṇṭaavatu kaṭṭa lookcapai teert-  
alil aRupattaigut mutal eḷupatu catam vaakkukaḷ pativaaki (y)  
uḷḷana. kaṇṭa aaRaam teeti ṇaṇṭa mutal kaṭṭat teertalil  
arupattunaanku cata viitam taan pativaakiyulḷatu.

aanaal inRu ṇaṇṭa vaakkuppativu 1970 iṭaitteertal  
utan (74.8) catam) oppiṭṭaal kuRaivu taan. inRu cila iṭaṅkaḷil  
ṇaṇṭa ciRu mootalkaḷait tavira vaakkuppativu amaiiyaaka  
ṇaṇṭeeRiyatu.

kocci, maar: 9,

erṇaakulam arukee (y) uḷḷa tirikkaraavil oru 90 vayatukkiḷavi  
vooṭṭuc caavaṭi onRil inRu maṇṭu poonaal.

vooṭṭuppooṭa veenṭum enRa aacaiyaal makanaip piṭṭav-  
aaRu viiṭṭil irunṭu talleaṭi ṇaṇṭu vaṇṭaal, katiijaa enRa aṇṭa  
maatu. vooṭṭuc caavaṭiyai (y) aṭaiṇṭatum coorṇṭu viḷunṭu viṭṭaal.  
muuccu ṇiRkmun eṇṭa (c) cinnattiRku tanatu vooṭṭu enpataiyum  
mellak kuuRi viṭṭaal. avalatu viruppappaṭiyeē pacu-kanRu  
cinnattiRku vooṭṭup pativu ceyyappaṭṭatu. aaviyum pirinṭatu.

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## LESSON 24

keera|aavil maaRutalka|

putu kaañkiras kačiyaic caarñta aivarum valatu kamyuunist kačiyinar iruvarum keera|aavil accutameenan mañtiri capaiyil ceerñtullañar. itaRku mun accutameenan tavira muunRu valatu kamyuunistuka| mañtirika|aaka iruñtanar. aña muuvarum vilakivittañar. avarka|ukkup patil em.en.koovintan ñaayarum ti.vi.taamasum eerñtullañar. ivarka| miitu vicaarañaiyil iruñtu vañta uulal pukaarka| aataaramaRRavai enRu mullaa kamiñan aRivittataiyañuttu, anupavastarka|aana avarka|aip patavip poRuppil amarttuvatu taarmiikak kañamai enRu mutalamaiccar karutiyirukkiRaar. putu kaañkiras caarpil añtu mañtirika| iñam peRRullañar. oru kaañkiras musliimai mañtiriyaakka perumuy-Rci ñañaipeRRatu. aanaal, ataRku iñamkoñuttaal liik kačiyin pollaappu varalaam enRu ñinaittu aña yoocanaiyai kaivittuvitt-ataakat toonRukiRatu. aar.es.pi. kačiyinar iruvar liik kačiyinar iruvar, pirajaa cooñaliñ oruvar mañtiricapaiyil eeRkanavee irukkiRaarka|. putu amaiccaravaiyil 13 peer irukkiRaarka|

pi.coo. mañtiri viñayamaakavum oru takaraaRu iruñtu varukiRatu. akkañci mañtiricapaiyiliruñtu vilakivittaveññum enpatu akila iñtiya kačiyin kaññalai. ataRku maññila kañci uñanpañavillai. acempiliyil akkañciyinar muuvar uññanar. avarka|il oruvar ippo|utu mañtiriyaaka uñla paalakiruññan. avar vilakik koñtu tamakku iñam taraveññumenRu akkañci talaivar aaRRiñ-kal koopaala piññai kceññaar. muunRaavatu memparaakiya kuññappan paalakiruññanai aatarippavar. kačiyinar yaar mañtiriyaaka iruppatu enRa viñayamaaka pi. coo. maññila capai piñavupaññullañtu. pi. paalakiruññanai ñiikkiviññu koopaalapiññaiyai ñiyamikka veññumenRu oru caaraarkoorikkai. taam raajinaamaa ceyyap poovatillai enRu paalakiruññan aRivittuvittaar. iñta vivaarkam eppañi muñivaakum enRu teriyavillai.

mañtiricapaiy aatarikkum kañcika|ñ palam 69. etirk kañcika|ñ palam 64. etirk kañci em.el.ee. vaaka iruñta muññaceeri

kocci palkalaikkalakat tuṇaiveṇṭaraaka ṇiyamanam peRRuḷḷatu  
 carkkaarukku ippootaikku caatakamaana ṇilaimaiyee. aanaal,  
 avaratu ṇiyamanattai putu kaaṇkiras kaṭciyinār aaRupeer  
 etirttuk kiḷarcci ceykinRanar. avarkaḷ ticai maaRaamalirukkum-  
 varai maṇṭiri capaikkup payamillai.

keeraḷa acempīḷiyil butu kaaṇkirastaan periya kaṭci. enavee  
 iikkaṭciyinār mutalvaraaka irnppatutaan muRai. aanaal taam  
 poRuppeeRRu amaikkum maṇṭiricapaiyil kamyuuniṣṭukaḷaiyum,  
 musliim liikarkaḷaiyum ceerttuk koḷvataRku avarkaḷatu manacca-  
 aṭci innum iṭam koṭukkavillai poolum! aakaiyaaltaan valatu  
 kamyuuniṣṭ mutalvar maṇṭiri capaiyai amaikkumpaṭi viṭṭu, atil  
 kaṇicamaana iṭam peRuvatu avvaḷavu aaṭceepakaramaṇatalla  
 enRu avarkaḷ ṇinaittaarkaḷ poolum!

.....talaiyaṇkam  
 tinamaṇi ṇaalital  
 maturai 1972 cep. 26  
 ṇaayiRRukkiḷamai

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# APPENDIX

## LESSON 1

Tamil and Malayalam share some symbols (aksharas)

M	T
ഴ	ழ
ല	ல
ക	க
വ	வ

Now one can write *vali* = path which is similar in Tamil and Malayalam. Please note the wedge in the k symbol of Malayalam is not to be introduced in the k symbol of Tamil. Write vali both in Tamil and Malayalam. *kaḷi, kali, kavi* etc.

## LESSON 2

Tamil and Malayalam share the pattern of combination of a consonant with the vowels aa, e, ee, ai, o, and oo.

	T	M
1.	கா	കാ
2.	കെ	കെ
3.	കേ	കേ
4.	கை	കൈ
5.	கொ	കൊ
6.	കോ	കോ

No. 4 kai has really symbols for ee + k both in T and M  
(Some exceptions are available in T)

No. 5 ko has really symbols for e + k + aa both in T and M.

No. 6 koo has really symbols for ee + k + aa both in T and M.

Both share the same pattern when they write consonants along with vowels.

## LESSON 3

The Tamil orthography has twelve vowels and eighteen consonants. In literary writing, a symbol marked with three dots ∴ is used to indicate a velar fricative sound. This is called *aaytam*.

The components of the symbols are dots, curves, and strokes.

Five major groups of symbols are available.

1. The first group consists of dashes and dots  
 ட t உ u ப p வ v ய y ம m and ழ l
2. The second group consists of dashes and curves.  
 ச c க k த t ந nங் ñ
3. The third group consists of dots, dashes and curves.  
 ல l ள l ர R ன n ண n
4. The fourth group consists of curves, dots, and dashes.  
 ர r ஈ ii எ e ஞ ñ ஒ o
5. The fifth group consists of curves and dashes.  
 அ a இ i

The last which is a diphthong has a unique pattern of a dot curve and dash ஐ (ai). It starts as a Malayalam இ (i) and ends with Tamil ய (y). Now the vowels of Tamil according to their similarity are the following:

அ a இ i உ u எ e ஈ ii ஒ o ஐ ai

The consonants are

ச c க k த t ந nங் ñ ட t ப p ம m வ v ய y  
 ழ l ல l ள l ர R ன n ண n ஞ ñ ர r

For indicating length the vowels and consonants differ:

- (a) இ (i) has a slightly different symbol to indicate length  
 ஈ (ii).



- (b) A dot is affixed at the end of the terminating curve  
ஆ (aa) ஏ (ee) ஓ (oo)
- (c) A smaller variety of the symbol for ண (l) is used for ஊ (uu).
- (d) The diphthong 'au' is a combination of o and then length symbol used for u ஔ (au).
- (e) The consonant symbols are geminated to indicate length. The consonant marking is with a dot on the symbol. Without the dot the consonant will have the value of a stop (Consonant) and the vowel a.

ச்ச் (cc) ச் (ca) க்க் (kk) க் (ka)

1. The combination of a consonant with a vowel has a few rules. A Consonant symbol without a dot on its head has the value of a.

$C + a$  (C = Consonant)

$க = k + a$

2. When long ஆ (aa) is added, all consonants except ண (ṇ) and ன (ṇ) will have a symbol like ா added after the consonants. This length symbol is similar to the length of u u (ஊ) but without the wedge. ண (ṇ) and ன (ṇ) lengthen their terminal curve to touch the beginning of the symbol ஶ (ṇaa) ஷ (ṇaa).
3. The symbol for a consonant plus i is a consonant with a hook added to it. For long ii a dot is added at the end of the hook.

கிகி—தீதீ—சீசீ—நிநி—நிநி—நிநி

4. The symbol for e and ee are simple and uniform for all consonants. For e it is a simple curve fixed before the consonants. கெ செ. For long e e the simple curve will have two dots கே கே.

5. For 'o' with short 'e' the symbol for length 'a' is added after the consonant. For long 'oo' with 'ee' symbol the length is added after the consonant.

கொ சொ

கோ சோ

## SYLLABIC CONSONANTS

1. For a 'C + a, i, ii, e, ee, au' all consonants have similar combinations.

$$C + \begin{bmatrix} a \\ i \\ ii \\ e \\ ee \\ au \end{bmatrix}$$

2. For a 'C + aa' all consonants except  $\eta$ , R, and n have the same symbols. ண (ṇaa) ரு (Raa) and ன (naa) have a curve upwards pointing towards the origin.

3. For a 'C + ai' all except  $\eta$ , l, l, and n have the same symbol.  $\eta$ , l, l, n will have a hook added on to the left side.

ணை (nai) லை (lai) னை (nai) னை (nai)

4. A 'C' with 'o' and 'oo' are really combinations of the symbols for 'e', 'ee' with 'aa'. So all the peculiarities of 'aa' will be carried over here.

5. For a 'C' with 'u' three groups of symbolization are available.

(a) கு ṇa ண na த ta ந na ல la ற Ra ன na  
கு ṇu ண nu த tu ந nu லu ற Ru ன nu  
will have a loop curving up.

(b) க ka ட ta ம ma ர ra ழ la ள la  
கு ku டு tu மு mu ரு ru ழு lu ளு lu  
will have the up curving.

- (c)  $\text{na } \text{ca } \text{pa } \text{ya } \text{va}$   
 $\text{nu } \text{cu } \text{pu } \text{yu } \text{vu}$   
 will have a down symbol;

## IN MALAYALAM

The syllabic consonants of Malayalam are much more regular than in Tamil

C +	a	are uniform for all consonants
	aa	
	i	
	ii	
	e	
	ee	
	ai	
	o	
	oo	
	au	

ക, കാ, കി, കീ, കെ, കേ, കൈ, കോ, കേര, കൂ

For C +  $\begin{bmatrix} u \\ uu \end{bmatrix}$  there are five types

- (a)  $\text{u } \text{u}$   
 (b)  $\text{ku } \text{ku } \text{ru } \text{ru}$   
 (c)  $\text{nu } \text{nu}$   
 (d)  $\text{nu } \text{nu}$   
 (e)  $\text{nu } \text{nu } \text{ru } \text{ru}$

The pattern of syllabic consonants for Malayalam as well as Tamil is largely the same.

The clusters of symbols for the consonants available in Malayalam are not found in Tamil.

## LESSON 7

### உடல் நலம்

1. உடல் நலம் கடவுள் மனிதருக்குக் கொடுத்துள்ள ஒரு பெரிய செல்வம்.
2. மனிதர் அதைப் பாதுகாப்பதற்கு முயற்சி செய்ய வேண்டும்.
3. செய்கைகள் மிதமாக இருந்தால் ஆரோக்கியம் சரியாக இருக்கும்.

## LESSON 8

### புத்தர்

1. கபிலவஸ்து வில் சுத்தோதனன் என்னும் ஓர் அரசன் ஆண்டு கொண்டிருந்தான்.
2. சுத்தோதனனுக்கு ஒரு மகன் பிறந்தான்.
3. அவனுக்குப் பெயர் சித்தார்த்தன் என்று இட்டனர்.
4. குழந்தைப் பருவ முதலே சித்தார்த்தன் புத்திசாலியாக இருந்தான்.
5. மணப்பருவம் வந்ததும் அவன் யசோதரை என்னும் கன்னியை மணம் செய்தான்.
6. கொஞ்ச நாள் கழித்து யசோதரைக்கு ஒரு மகன் பிறந்தான்.

## LESSON 9

### அசோகன்

1. இன்றைய பாட்டுவகுப்பு பழைய காலத்தில் பாடலிபுத்திரம் என்று பெயர் இருந்தது.
2. அந்தப் பாடலிபுத்திரம் அசோகனுடைய தலை நகரமாய் இருந்தது.

3. பிம்பிசாரனுக்குப்பின் அசோகன் இராஜ்யபாரம் வசித்தான்.
4. அசோகன் தொடக்கத்தில் பல நாடுகளைக் கைப் பற்றித் தன்னுடைய நாட்டோடு சேர்த்துக் கொண்டான்.
5. கடைசியில் அசோகன் தன் பட்டையைக் கவிங்க நாட்டுக்கு அனுப்பினான்.
6. இருநாடுகளுக்கும் இடையே ஒரு பயங்கர யுத்தம் உண்டாயிற்று.
7. போரில் பல படைகள் அழிந்தன.
8. பல நிரபராதிகளும் மடிந்தனர்.
9. இதுகண்ட அசோகன் இருதயம் கலங்கிற்று.
10. அதன் பயனாக இனி யாரையும் கொல்வதில்லை என்று அவன் தீர்மானித்தான்.

## LESSON 10

### இரயில்வே நிலையம்

ஸீலா:- அப்பா ! இன்று ஞாயிற்றுக்கிழமை அல்லவா ? நாம் இரயில்வே ஸ்டேஷனுக்குப் போவோம்.

அப்பா:- சரி, போவோம்.

ஸீலா:- எத்தனை மணிக்குப் போவோம் ?

அப்பா:- நாலு மணிக்கு மதராஸ் மெயில் வரும். அப்போது போவோம்.

ஸீலா:- நாம் டாக்ஸியில் தானே போகிறோம் ?

அப்பா:- டாக்ஸியில் எதற்கு ? பஸ்ஸில் போவோம். இப்போது மூன்றரைமணி ஆகையால் பஸ்ஸுக்கு நேரம் ஆயிற்று.

## LESSON 11

### கல்லூரி ஆண்டுவிழா

சுரேஷ்:- ரமேஷ், நேற்று உங்களுடைய கல்லூரி ஆண்டு விழா அல்லவா? என்னவெல்லாம் விசேஷம் நடப்பெற்றது?

ரமேஷ்:- ஆமாம். நேற்றுத்தான் நடந்தது. மிக நன்றாக இருந்தது. சிறப்பு விருந்தினராகக் கல்வி அமைச்சர் வந்திருந்தார். அவர் நன்றாகப் பேசினார். முக்கியமாக மாணவர்கள் அரசியலிலிருந்து விலகி நிற்க வேண்டும் என்று அவர் உபதேசித்தார். கூட்டத் திற்குக் கல்லூரிப் பிரிவினரிடம் தலைமை வகித்தார்.

## LESSON 12

### யானை கூறும் தன் வரலாறு

1. நான் ஒரு சாதாரண விலங்கு.
2. என்னுடைய தன் வரலாறு (ச்) சொல்ல ஒன்றுமே இல்லை.
3. தன் வரலாறு எழுதும் பழக்கம் உள்ளவர் பெரியோரே.
4. என் பெரிய உடல் தவிர வேறு பெருமை ஒன்றும் இல்லை.
5. ஆயினும் பெரிய உடல் மட்டுமே உள்ள ஆட்கள் தங்களுடைய தன் வரலாற்றை எழுதியதை (க்) கண்டபோது எனக்கும் ஏன் எழுதக் கூடாது என்று தோன்றிற்று.
6. நான் பிறந்ததும் காட்டிலே.
7. வளர்ந்ததும் காட்டிலே.
8. ஆனால் வனத்தின் பெயர் எனக்கு நினைவில்லை.
9. பல பெரிய ஆட்களும் தங்களுடைய பிறந்த இடத்தையும் சுற்றத்தாரையும் மறப்பதில்லையா?

10. என் இளமையில் நான் விரும்பியது எல்லாம் கிடைத்தது.
11. அன்று எவ்வளவு சுகமாய் இருந்தது !
12. இப்போது எங்கே இன்பம் ?
13. யாரோ என்னைப் பிடித்து இங்கே கொண்டு வந்தார்கள்.
14. அன்றுமுதல் என்னுடைய எல்லா உரிமையும் போய்விட்டது.
15. இப்போது என்னுடைய கழுத்தில் ஒரு கயிறு இருக்கிறது.
16. இப்படி அடிமை ஆவது என் விதி போலும்.
17. ஒருவன் மற்றொருவனுடைய கழுத்தில் கயிறு இட முயற்சி செய்கிறான்.
18. இப்போது கட்டில் கிடந்து துன்ப (ப்) படுகிறேன்.
19. தெய்வத்தை (ப்) பிரார்த்தனை செய்வது அல்லாமல் வேறு உபாயம் இல்லை.
20. புராதன காலத்தில் கஜேந்திரனுக்கு மோட்சம் கிடைத்தது.
21. அது போல எனக்கும் மோட்சம் கிடைக்கலாம்.

### பாடம் 13

#### தாஜ் மகால்

1. தாஜ்மகால் உலகத்திலே அதிசயங்களில் ஒன்று.
2. இது ஆக்ராவில் உள்ளது.
3. அதனுடைய அழகு உலகப்புகழ் பெற்றது.
4. இது முகலாய சக்கரவர்த்தி ஷாஜகான் கட்டியது.
5. தன்னுடைய பிரியமான பத்தினி மும்தாஜின் நினைவாக இதைக் கட்டினான்.
6. தாஜ்மகால் யமுனை நதிக்கரையில் உள்ளது.
7. ஆக்ராக் கோட்டையிலிருந்து பார்த்தால் தாஜ்மகால் யமுனை ஆற்றின் மறுகரையில் உள்ளதோ என்று தோன்றும்.

8. கோட்டையில் ஒரு தனித்த இடத்திலிருந்து ஒரு துணையின் வழியாக நானும் தாஜ்மகாலைக் காணுவதை ஷாஜகான் வழக்கமாக மேற்கொண்டிருந்தான்.
9. தாஜ் முழுவதும் பளிங்கு கொண்டு கட்டப் பட்டுள்ளது.
10. அதனால் வெண்ணிலவில் தாஜ்மகால் மிக அழகாகத் தோன்றும்.
11. கட்டிடம் மிகப் பெரியது அன்று.
12. ஆயினும் அது முழுவதும் சிற்ப வேலைகளும் பல நிறமுடைய விலை உயர்ந்த கற்கள் இமைத்த அலங்காரமும் உடையது.
13. தாஜ்மகாவின் உள்ளே ஷாஜகான் மும்தாஜ் ஆசியோரின் கல்லறைகள் உள்ளன.
14. உலகத்திலுள்ள எல்லா நாட்டு யாத்திரிகர்களும் தாஜ்மகாலைக்காண வருகிறார்கள்.
15. ஒவ்வொருவரும் தம் வாழ்நாளில் ஒருமுறையாவது இதைக்காண வேண்டும்.

#### பாடம் 14

#### இன்பச் செலவு

1. நாங்கள் எல்லோரும் ஒரு நாள் கன்னியாகுமரியைக் காணவேண்டுமென்று தீர்மானித்தோம்.
2. சாலையில் ஒரு தனி பஸ்ஸில் நாங்கள் புறப்பட்டோம்.
3. சிலர் பாட்டுப் பாடிக்கொண்டிருந்தனர்.
4. சிலர் கை தட்டிக்கொண்டிருந்தனர்.
5. வேறு சிலர் இயற்கையின் அழகைப் பார்த்துக் கொண்டிருந்தனர்.
6. நாகர்கோவிலுக்குச் சென்றபோது காபி குடித்தோம்.
7. கன்னியாகுமரி சென்றபோது மணி பத்தாயிற்று.
8. பஸ்ஸிலிருந்து இறங்கியதும் உடனே நாங்கள் காந்தி மண்டபம் காணப்போனோம்.
9. அங்கே இருந்து பரந்த சமுத்திரத்தைக் கண்டு ஆனந்தித்தோம்.



10. எங்களுடைய வலது பக்கம் அரபிக்கடல்; இடது பக்கம் வங்காள விரிகுடாக் கடல்; முன்னர் இந்து மகா சமுத்திரம்.
11. என்ன அற்புதமான காட்சி !
12. பின்னர் நாங்கள் கன்னியாகுமரி தேவியின் தரிசனத் திற்குப் போனோம்.
13. அழகான அந்தச் சிலையைக் கண்டு எங்களுடைய உள்ளத்தில் பக்தி நிறைந்தது.
14. அப்போது பன்னிரண்டு மணி ஆயிற்று.
15. நாங்கள் உணவு விடுதியில் பேராய் உண்டோம்.
16. சோறு மிக நன்றாய் இருந்தது.
17. சிலர் வாழைப் பழமும் தோசையும் சாப்பிட்டனர்.
18. மாடையில் நாங்கள் விவேகானந்தர் பாறையைக் காணப் படகில் போனோம்.
19. அதன் சிற்பக் கலையைக் கண்டு அதிசயித்தோம்.
20. அங்கிருந்து திரும்பி வரும்போது கதிரவன் மறையும் நேரம் ஆயிற்று.
21. அதைக் காணும்போது மிகவும் இன்பமாக இருந்தது.
22. திரும்பிப் போனபோது எங்களுடைய மனதில் கன்னியாகுமரியின் காட்சிகள் நிறைந்து நின்றன.

பாடம் 15

### சிங்கமும் முயலும்

1. ஒரு காட்டில் ஒரு சிங்கம் வசித்து வந்தது.
2. அது நாளும் விருப்பம் போல உயிர்களைக் கொண்டு கொண்டிருந்தது.
3. இது காரணமாக எல்லா விலங்குகளும் பெரிதும் பயப்பட்டன.
4. என்ன செய்யலாம் என்று எல்லோரும் சிந்தித்தனர்.
5. ஒரு நாள் அவர்கள் கூடி ஒரு உபாயம் கண்டு பிடித்தனர்.

6. அவர் எல்லோரும் சிங்கத்திடம் அனுதுசி “இங்ஙனம் நானும் உயிர்களைக் கொல்ல வேண்டாம்.
7. நானும் ஒவ்வொரு விலங்காய் உணவிற்காய் வரச் செய்வோம்” என்று கூறின.
8. இந்த ஏற்பாட்டைச் சிங்கம் அங்கீகரித்தது.
9. அம்முறையில் ஒவ்வொரு நாளும் ஒவ்வொரு விலங்கு வந்தது.
10. கொஞ்ச நாள் கழித்து ஒரு முயலின் முறை வந்தது.
11. முயல் இங்ஙனம் ஆலோசிக்கத் தொடங்கியது.
12. “நான் எதற்காக நேரத்தில் போக வேண்டும்?
13. என்ன ஆனாலும் சிங்கம் என்னைக் கொல்லும்.
14. தாமதித்துப் போனால் சிங்கத்திற்குக் கோபம் வரும்
15. வந்தால் வரட்டும்.
16. எத்தனை கோபம் வந்தாலும் என்னை இரண்டு முறை கொல்லப் போவது இல்லையே”.
17. இவ்வாறு தனக்குத்தானே முயல் சொல்லிக் கொண்டே மிகவும் காலம் கடந்து சென்றது.
18. முயலினைக் கண்டதும் சிங்கம் கர்ஜித்து “ஏன் தாமதம்” என்று கேட்டது.
19. முயல் மிகவும் வினயத்தோடு “மகாப்பிரபுவே நான் சரியான சமயத்தில் வரவிருந்தேன்.
20. ஆனால் வழியில் தங்களைக்காட்டிலும் வலிமையுடைய மற்றொரு சிங்கம் என்னைத்தடுத்து நிறுத்தியது”. எனக் கூறியது.
21. இது கேட்ட சிங்கம் பயங்கரமாகக் கர்ஜித்துக் கொண்டு “எங்கே அவன்? உடனே காட்டு.
22. இப்போதே அவனைக் கொன்று விடுகிறேன்” என்றது.
23. முயல் “மகாப் பிரபுவே! இதில் வருக” என்று கூறிச் சிங்கத்தை ஒரு கிணற்றின் அருகில் கூட்டிச் சென்றது.
24. “அவன் இதில் இருக்கிறான்.

25. நோக்குக!" என்றதும் கிணற்றில் சிங்கம் தன் நிழலைக் கண்டு குரோதத்துடன் கர்ஜித்துக் கொண்டு அதனுள் குதித்தது.
26. அவ்வாறு எல்லா விலங்குகளும் பிழைத்தன.

பாடம் 16

### இரவீந்திரநாத தாகூர்

1. பாரதத்தில் இரவீந்திரநாத தாகூரைப் பற்றிக் கேட்காதவர் இருக்கமாட்டார்.
2. தேசிய கீதம் இயற்றியது இந்த மகா கவி ஆவார்.
3. சிறு வயது முதல் இயற்கையின் அழகைக் கண்டு சுவைத்து மகிழ்வதில் அவருக்கு மிகுந்த ஆர்வம் இருந்தது.
4. இயற்கையிலுள்ள எல்லாப் பொருள்களும் அற்புதமாக அவருக்குத் தோன்றின.
5. இந்த உணர்வு அவருடைய வாழ்வு முழுதும் நிலைத்திருந்தது.
6. இந்த உணர்வு அருருடைய இலக்கியப் படைப்புக்குக் காரணம் ஆயிற்று.
7. அவருடைய 'இளம் பிறை' 'பிரிந்த பறவை' 'அஞ்சலகம்' என்னும் படைப்புக்கள் குழந்தை முதல் கிழவன் வரை எல்லோர்க்கும் சுவை தருவன.
8. அவருடைய 'கீதாஞ்சலி' என்ற கவிதைத் தொகுப்பு பிறகு நோபல் பரிசு கிடைத்தது.
9. ஆங்கில மகா கவி டபிள்யூ பி. ஈட்சு அதனை மனதாரப் புகழ்ந்துள்ளார்.
10. கல்கத்தாவிற்கு அருகில் உள்ள சாந்திநிகேதனில் அவர் விஸ்வபாரதி அமைத்தார்.
11. அது பாரதத்திலும் வெளிநாட்டிலும் உள்ள பலரை ஈர்த்தது.
12. இப்போதும் அது கலைப்பயிற்சிக்கு மிகப் புகழ் பெற்றது.

13. பாரதத்தின் தற்கால இலக்கியத்தில் தாசுரின் பெருமை எண்ணுதற்குரியது.

### பாடம் 17

#### சங்கராச்சாரியார்

1. சங்கரர் கேரளத்திற் காலடி என்ற இடத்தில் பிறந்தார்.
2. சிறு வயதிலேயே அவருக்குச் சன்னியாசத்தில் மனம் சென்றது.
3. ஒரு நாள் அவர் ஆற்றில் தன்னுடைய தாயுடன் குளித்துக்கொண்டு இருந்த போது ஒரு முதலை சங்கரரின் காலைப் பிடித்தது.
4. தாய் பயந்து கதறத் தொடங்கினாள்.
5. அப்போது சங்கரர் தம் தாயிடம் இவ்வாறு கூறினார்.
6. “என்னைச் சன்னியாசி ஆக அனுமதித்தால் மட்டுமே இந்த முதலை காலை விடும்: அவ்வளவே.”
7. அங்ஙனம் மகன் சன்னியாசி ஆனாலும் உயிரோடிருந்தாற்போதும் என்று தாய் சம்மதித்தாள்.
8. சன்னியாசம் ஏற்ற பின்னர் பாரதத்தில் எல்லா இடமும் சென்று தம் அத்துவைதக் கொள்கையைப் பரப்பினார்.
9. அவருடைய வாதத் திறமையைக் கண்டு எல்லோரும் ஆச்சரியப்பட்டனர்.
10. பல பேர் அவருடைய சீடர்கள் ஆனார்கள்.
11. பெருமை பெற்ற சீடர்கள் பதுமபாதர், மண்டனமிசிரர், சுரேசுவரர், அஸ்தாமலர் என்பவர் தலை சிறந்தவர் ஆவார்.
12. பாரதத்தின் நாலு திசைகளிலும் நான்கு மடங்களை ஏற்படுத்தித் தம் நான்கு சீடர்களையும் மடாதிபதிகளாக நியமித்தார்.
13. இக்காலத்திலும் சங்கராச்சாரியரைத் தத்துவஞானிகளிற் சிறந்தவராகக் கருதி வருகின்றனர்.

## பாடம் 18

## குடும்பக் கட்டுப்பாடு

1. உலகத்தில் பல நாடுகளைப் போலவே பாரதத்திலும் மக்கட் பெருக்கம் ஒரு பிரச்சினை.
2. இதே வேகத்தில் மக்கள் தொகை பெருகினால் பத்து ஆண்டுகளில் உலகத்தின் மக்கள் தொகை இரட்டியாகும்.
3. இது தொடர்ந்தால் மக்கள்சமுதாயத்தின் வசதி, உணவு, வேலை, முதலானவை பயங்கரப் பிரச்சினைகளாக வளரும்.
4. இந்தத் துன்பத்தில் இருந்து மனித குலத்தைக் காப்பாற்ற வேண்டியது இன்றியமையாதது ஆய் உள்ளது.
5. பல நாடுகள் குடும்பக் கட்டுப்பாட்டை (ய) இதற்கு ஒரு மருந்தாகக் கொள்கின்றன.
6. இயற்கை தானாகவே மக்கள் தொகையைக் கட்டுப்படுத்திக் கொள்ளும் என்று மால்தூஸ் கூறினும் இன்று நமக்கு இவ்வாறுள்ள செயற்கையான தடை முறைகள் கையாள்வதைத் தடுக்க முடியாது.
7. என்ன ஆயினும் மிகுந்த குழந்தைகள் உள்ள குடும்பத்தில் நன்மை ஏற்படாது என்பது நம் எல்லோருடைய அனுபவம்.
8. அதனால் குடும்பக் கட்டுப்பாடு செய்வது பாபம் அன்று.
8. இந்தக் கருத்தோடு மக்கள் தாமத முன் வராவியில் அரசு எவ்வளவு முயன்றாலும் பயன் உண்டாகாது.
10. அதைக் கொண்டு மக்களும் அரசும் ஒன்று சேர்ந்து இந்தத் துன்பத்தில் இருந்து உலகைக் காப்பாற்ற வேண்டும்.

## பாடம் 19

## மாணவர் அமைதியின்மை

1. மாணவர் உலகில் இப்போது எல்லா வகையிலும் நிறைவு இன்மை வளர்ந்து வருகிறது.

2. இந்நிறைவு இன்மைக்குப் பல காரணங்கள் உள்ளன.
3. முதலாவது, தங்களுடைய எதிர்கால வாழ்வு பற்றி மாணவர்க்கு அச்சம் தோன்றியுள்ளது.
4. இரண்டாவது, கல்வி கற்பதில் வசதி இன்மை மூலம் அவர்களுக்குச் சங்கடங்களை எதிர்நோக்க வேண்டி உள்ளது.
5. மூன்றாவது, பழைய காலம் போல ஆசிரிய மாணவ உறவு இன்று வலிவு உடையதாக இல்லை.
6. இக்காரணங்களில் இருந்து தோன்றிய வெறுப்பு மூலம் ஏதாவதொரு போராட்டத்தில் கலந்து கொள்கிறார்கள்.
7. இதனைத் தவருகப் பயன்படுத்திக் கொண்டு அரசியல் தலைவர்கள் பயன் அடைகிறார்கள்.
8. மாணவர்கள் அரசியலில் இருந்து சற்று அகன்று நின்றால் பல பிழைகள் தவிர்க்க முடியும்.
9. மாணவர்களின் முதற் கடமை கல்வி கற்பது.
10. மற்ற ஈடுபாடுகளை விட்டுப் படிப்பில் நினைவை நிறுத்த வேண்டும்.

பாடம் 20

### மொழிச்சிக்கல்

1. பாரதத்தில் எந்த மொழி தேசிய மொழி ஆகவேண்டும் என்பது பெரிய சிக்கலாய் வளர்ந்து உள்ளது.
2. தேசிய மொழி என்னவெல்லாம் செய்யவேண்டி இருந்ததோ அவற்றையெல்லாம் ஆங்கிலம் நடத்தி வந்தது.
3. விடுதலைக்குப் பின்னர் ஆங்கிலம் பற்றிய மனோமாவம் மாறிக் கொண்டு வந்தது.
4. ஒரு பக்கம் கல்வி பயிற்றும் அறிஞர் ஆங்கிலத்தின் தரத்தை உயர்த்த ஆவன செய்ய முயன்றனர்.

5. வேறொரு பக்கம் ஆங்கிலத்தை வெளியே தள்ள வேண்டும் என்று சிலர் முறையிட்டனர்.
6. மற்றொரு பக்கம் மத்திய அரசு இந்தியைத் தேசிய மொழியாக ஏற்றுக் கொண்டு உள்ளது.
7. இந்த முடிவைச் சிலர் ஒத்துக் கொள்ளவில்லை.
8. இச்சூழ்நிலையில் மொழிச் சிக்கல் என்பது சமூகச் சிக்கலில் இருந்து அரசியல் சிக்கலாய் மாறி வளர்ந்து உள்ளது.
9. இந்தியாவுக்கு ஒரு தேசிய மொழி தேவை என்பதில் ஐயமில்லை.
10. அரசியல் அமைப்புச் சட்டப்படி பாரதத்தில் பதினான்கு மொழிகளுக்கும் ஒத்த நிலை உள்ளது.
11. இந்தி பேசுவோர் மற்றும்ள்ள எந்த ஒரு மொழி பேசுவோரைக் காட்டிலும் மிகுதி.
12. இருந்தாலும் இந்தி பேசாத மாநிலப் பகுதிப் பிள்ளைகளுக்கு மற்றொரு மொழியும் படிக்க வேண்டும் என்பது மிக்க சுமையை ஏற்படுத்துவதாகும்.
13. இதை இலட்சியமாகக் கொண்டு மத்திய அரசு மும்மொழிக் கொள்கையைப் பரப்பி வருகிறது.
14. இத்துடன் சேர்ந்தே மாநில மொழிப் பயிற்சியைப் பெரிதுபடுத்த முதன்மை இடம் தந்தனர்.
15. கால வளர்ச்சியில் மாநில மொழிகள் வளர்ந்து வருதற்கேற்ப ஒரு உறவு மொழி ஏற்படும் என எண்ண இடமுண்டு.

பாடம் 21

தெனாவிராமனும் பூனையும்

1. தெனாவிராமன் கிருஷ்ணதேவராயரின் ஆஸ்தான கவி.
2. இராமன் பெரிய புத்திசா்லி.

3. ஒருநாள் சிருஷ்ணதேவராயர் இங்ஙனம் அறிவித்தார். “பூனை வளர்க்க விரும்புவோர்க்கு ஒரு பூனைக் குட்டியும் பசுவும் கொடுக்கப்படும்.
4. நன்றாக வளர்க்கின்றவர்க்குப் பரிசு கிடைக்கும்”
5. இந்த அறிவிப்பைக் கேட்டுத் தெனாலிராமன் அரசன்முன்னிலையில் சென்றான்.
6. அரசன் ஒவ்வொருவர்க்கும் பூனைக்குட்டியையும் பசுவையும் கொடுத்தார்.
7. தெனாலிராமன் இவை இரண்டையும் பெற்றுக் கொண்டு வீட்டுக்கு மகிழ்ச்சியாகச் சென்றான்.
8. முதல் நாள் இராமன் பசுவைக் கறந்து பாலை குடாக்கிப் பூனையின் முன் வைத்தான்.
9. பூனை பால் குடிக்க வாயை வைத்தது.
10. பால் மிகவும் குடாக இருந்ததால் பூனையின் நாக்கு வெந்து போயிற்று.
11. பூனை பெரிதும் பயந்து ஓடிப் போயிற்று.
12. இதைக் கண்டு தெனாலிராமன் மிகவும் மகிழ்ந்தான்.
13. பின்னர் பூனைக்குப் பச்சைப் பால் கொடுத்தாலும் குடிப்பதில்லை.
14. அங்ஙனம் எல்லாப் பாலையும் அவனே குடித்தான்.
15. பாவம் ! பூனை மிகவும் இளைத்து மெலிந்து போயிற்று.
16. சிலநாள் கழிந்து அரசன் பூனையைக் கொண்டு வந்து காட்டவேண்டுமென்று அறிவித்தார்.
17. தெனாலிராமன் தன் பூனையை ஒரு வண்டியில் வைத்துக் காட்சிக்குக் கொண்டு போனான்.
18. பூனையை வெளியோர் காணாதபடி வண்டியில் வைத்து காட்சிக்குக் கொண்டு போனான்.
19. மக்கள் தெனாலிராமனின் பூனைக்குப் பரிசு கிடைக்கும் என நம்பினார்கள்.
20. கடைசியில் தெனாலிராமன் திரையை நீக்கிப் பூனையை அரசனுக்குக் காட்டினான்.



21. அரசன் ஆச்சர்யப் பட்டார்.
22. “பூனை இவ்வளவு மெலிந்து போனதற்குக் காரணம் என்ன?” என்று கேட்டார்.
23. “பூனை பால் குடிப்பதில்லை” என்று அரசனிடம் தெனுவிராமன் கூறினான்.
24. இதைக் கேட்டு அரசன் ஆச்சர்யப் பட்டார்.
25. பாலைக் கொண்டு வந்து பூனையின் முன் வைத்தனர்.
26. அதைச் சூடான பால் என்று எண்ணிப் பூனை பால் குடிக்கவில்லை.
27. அரசன் தெனுவிராமனை நம்பினார்.

பாடம் 22

### பத்திரிகை ஆசிரியருக்கு ஒரு கடிதம்

அன்புள்ள ஆசிரியர்க்கு,

வானொலியில் திரைப்படப் பாட்டுக்கள் ஒலிபரப்புகின்ற காலம் இப்போது மிகக்குறைவு. திரைப்படப் பாட்டுக்களை எல்லோரும் விரும்பிக் கேட்கின்றனர். இக்காலத்தில் முறையான இசையைக் கேட்டு அனுபவிக்கின்றவர் மிகக்குறைவு. இந்தக் காரணத்தால் படப்பாடல்களுக்கு மிக விளம்பரம் கிடைத்துள்ளது. பள்ளிமாணவர் முதல் கூலிக்காரன் வரையுள்ள எல்லாமக்கட்கும் சினிமாப் பாட்டுக்கள் வேண்டும். இவ்வாறு படப் பாட்டுக்களுக்கு நல்ல வரவேற்பு இருந்தும் அதற்கு மிகக்குறைந்த காலமே கொடுத்துள்ளனர். இது ஏனென்று புரியவில்லை. அவசியமில்லாத நிகழ்ச்சிகளை நடத்த இரேடியோவில் ஏராளமாக நோம் உள்ளது. வானொலியில் ஒலிபரப்பும் எல்லாவற்றையும் எல்லோரும் கேட்கவேண்டும் என்பதில்லை. எனவே அத்தகைய நிகழ்ச்சிகளுக்கு மாறாக படப்பாட்டுக்களை ஒலிபரப்புவது கடினம் அன்று. வானொலி அலுவலாளர்கள் இதுபற்றிச் சிந்திப்பது நல்லது.

இங்ஙனம்,

விஜயகுமார்

பாளையம், திருவனந்தபுரம்.

பாடம் 23

## தேர்தல் செய்திகள்

கேரள இரண்டாவது கட்ட லோக்கைப் தேர்தல்  
எழுபது சதம் வரை வாக்குப்பதிவு

சில இடங்களில் ஆரம்பத்தில் வாக்குப்பதிவு மந்தம்  
திருவனந்தபுரம், மார்ச் 9

கேரளத்தில் இன்று நடந்த இரண்டாவது கட்ட லோக்  
சபைத் தேர்தலில் அறுபத்தைந்து முதல் எழுபது சதம் வாக்  
குகள் பதிவாகியுள்ளன. கடந்த ஆரம்பத்தேதி நடந்த முதல்  
கட்டத் தேர்தலில் அறுபத்துநான்கு சதவீதம் தான் பதிவாகி  
யுள்ளது.

ஆனால் இன்று நடைபெற்ற வாக்குப்பதிவு 1970 இடைத்  
தேர்தல் உடன் (74-8 சதம்) ஒப்பிட்டால் சிறு குறைவுதான்.  
இன்று சில இடங்களில் நடந்த சிறு மோதல்களைத் தவிர  
வாக்குப்பதிவு அமைதியாக நடந்தேறியது.

கொச்சி, மார்ச் 9

எர்ணாகுளம் அருகேயுள்ள வதிரிக்கராவில் ஒரு 90 வய  
துக்கிழவி வோட்டுச் சாவடி ஒன்றில் இன்று மாண்டு போனாள்.

வோட்டுப்போட வேண்டும் என்ற ஆசையால் மகனைப்  
பிடித்தவாறு வீட்டில் இருந்து தள்ளாடி நடந்து வந்தாள்,  
கதீஜா என்ற அந்த மாது. வோட்டுச் சாவடியையடைந்ததும்  
சோர்ந்து விழுந்துவிட்டாள். மூச்சு நிற்குமுன் எந்தச் சின்னத்  
திற்கு த்தனது வோட்டு என்பதையும் மெல்லக் கூறிவிட்டாள்.  
அவளது விருப்பப்படியே பசு-கன்று சின்னத்திற்கு வோட்டுப்  
பதிவு செய்யப்பட்டது. ஆனியும் பிரிந்தது.

### கேரளாவில் மாறுதல்கள்

புது காங்கிரஸ் கட்சியைச் சார்ந்த ஜவரும் வலது கம்யூனிஸ்ட் கட்சியினர் இருவரும் கேரளாவில் அச்சுதமேனன் மந்திரிசபையில் சேர்ந்துள்ளனர். இதற்கு முன் அச்சுதமேனன் தவிர மூன்று வலது கம்யூனிஸ்டுகள் மந்திரிகளாக இருந்தனர். அந்த மூவரும் விலகிவிட்டனர். அவர்களுக்குப் பதில் எம். என். கோவிந்தன் நாயரும், டி. வி. தாமஸும் சேர்ந்துள்ளனர். இவர்கள் மீது விசாரணையில் இருந்துவந்த ஊழல் புகார்கள் ஆதாரமற்றவை என்று முல்லா கமிஷன் அறிவித்ததையடுத்து, அனுபவஸ்தர்களை அவர்களைப் பதவிப் பொறுப்பில் அமர்த்துவது தார்மிகக் கடமை என்று முதலமைச்சர் கருதியிருக்கிறார். புது காங்கிரஸ் சார்பில் ஐந்து மந்திரிகள் இடம் பெற்றுள்ளனர். ஒரு காங்கிரஸ் முஸ்லீமை மந்திரியாக்கப் பெரு முயற்சி நடைபெற்றது. ஆனால், அதற்கு இடம் கொடுத்தால் லீக் கட்சியின் பொல்லாப்பு வரலாம் என்று நினைத்து அந்த யோசனையைக் கைவிட்டுவிட்டதாகத் தோன்றுகிறது. ஆர். எஸ். பி. கட்சியினர் இருவர் லீக் கட்சியினர் இருவர், பிரஜா சோஷலிஸ்ட் ஒருவர் மந்திரிசபையில் ஏற்கனவே இருக்கிறார்கள். புது அமைச்சரவையில் 13 பேர் இருக்கிறார்கள்.

பி. சோ. மந்திரி விஷயமாகவும் ஒரு தகராறு இருந்து வருகிறது. அக்கட்சி மந்திரிசபையிலிருந்து விலகிவிடவேண்டும் என்பது அகில இந்தியக் கட்சியின் கட்டளை. அதற்கு மாநில கட்சி உடன்படவில்லை. அசெம்பிளியில் அக்கட்சியினர் மூவர் உள்ளனர். அவர்களில் ஒருவர் இப்பொழுது மந்திரியாக உள்ள பாலகிருஷ்ணன். அவர் விலகிக் கொண்டு தமக்கு இடம் தரவேண்டுமென்று அக்கட்சித்தலைவர் ஆற்றிங்கல் கோபால பிள்ளை கேட்டார். முன்னுவது மெம்பராகிய குட்டப்பன் பாலகிருஷ்ணனை ஆதரிப்பவர். கட்சியினர் யார் மந்திரியாக இருப்பது என்ற விஷயமாக பி. சோ. மாநில சபை பிளவு

பட்டுள்ளது. பி. பாலகிருஷ்ணனை நீக்கிவிட்டு கோபால பிள்ளையை நியமிக்க வேண்டுமென்பது ஒரு சாரார் கோரிக்கை. தாம் ராஜினாமா செய்யப் போவதில்லை என்று பாலகிருஷ்ணன் அறிவித்துவிட்டார். இந்த விவகாரம் எப்படி முடிவாகும் என்று தெரியவில்லை.

மந்திரிசபையை ஆதரிக்கும் கட்சிகளின் பலம் 69. எதிர் கட்சிகளின் பலம் 64. எதிர்க் கட்சி எம். எல். எ. வாக இருந்த முண்டசேரி கொச்சி பல்கலைக்கழகத்துணைவேந்தராக நியமனம் பெற்றுள்ளது சர்க்காருக்கு இப்போதைக்கு சாதகமான நிலைமையே. ஆனால், அவரது நியமனத்தை புது காங்கிரஸ் கட்சியினர் ஆறுபேர் எதிர்த்துக் கிளர்ச்சி செய்கின்றனர். அவர்கள் திசை மாறாமலிருக்கும்வரை மந்திரி சபைக்குப்பயமில்லை.

கேரள அசெம்பிளியில் புது காங்கிரஸ்தான் பெரிய கட்சி. எனவே இக்கட்சியினர் முதல்வராக இருப்பதுதான் முறை ஆனால், தாம் பொறுப்பேற்று அமைக்கும் மந்திரிசபையில் கம்யூனிஸ்டுகளையும், முஸ்லீம் லீகர்களையும் சேர்த்துக் கொள்வதற்கு அவர்களது மனச்சாட்சி இன்றும் இடம் கொடுக்கவில்லை போலும்! ஆகையால்தான் வலது கம்யூனிஸ்ட் முதல்வர் மந்திரி சபையை அமைக்கும்படி விட்டு, அதில் கணிசமான இடம் பெறுவது அவ்வளவு ஆட்சேபகரமானதல்ல என்று அவர்கள் நினைத்தார்கள் போலும் !

.....தலையங்கம்

தினமணி நாளிதழ்

மதுரை 1971 செப். 26

ஞாயிற்றுக்கிழமை

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